

The Clearing House

A journal for modern junior and senior high schools

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,500 to

2,500 words. We also welcome items reporting good but minor ideas in go to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

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Effective practices of 48 schools:

Fewer NIGHTMARES for the Beginning Teacher

By RUTH MARSCHNER and JAMES COCHRANE

ONCE WE HEARD an experienced teacher console the novice by saying, "If you live through the first two weeks and keep one chapter ahead until contract time, you'll become a teacher." Many school systems are beginning to realize that such encouraging advice does little to improve the plight of the first-year teacher.

In March, 1951, the faculty of New York State College for Teachers at Albany and forty-eight interested schools in the capital district organized a one-day clinic for first-year teachers to give them an opportunity to discuss their problems for the benefit of college faculty, school administrators, and college students who were preparing for teaching. This clinic proved so successful that plans were made for a second meeting in April, 1952.

One of the most tangible results of this clinic to date has been the development of more and better induction programs for first-year teachers in many of the forty-eight schools involved.

Before the conference, questionnaires were sent out to schools to determine the problems of prime interest to those who planned to attend. First-year teachers wanted help on the following questions:

1. What could we learn through a good induction program during the first few weeks of teaching that we had to pick up the hard way or not at all?
2. How can we be informed about the school and the community before school starts?
3. How can school and community best welcome the new teacher?
4. What materials and experiences are valuable before a teacher is graduated?
5. How does the new teacher establish and maintain control of classroom behavior?

Although the one-day conference and its follow-up could give only partial answers to a few of these questions, some interesting observations came out in the three parts of the conference—a general assembly with guest speakers, sectional meetings attended by instructors of college academic subjects and education, and a panel discussion by first-year teachers for the benefit of some 200 students in sophomore and junior education classes.

In the general meeting, Mr. Riley Osborne, principal of Washington Irving Junior High School, Schenectady, N. Y., outlined what can and should be done for the professional induction of teachers. On the basis of his recent attendance at the 1951 ASCD conference and his years of supervisory experience, he suggested that

there should be closer contact of college staff with today's public schools, closer contact of public-school teachers with teacher's colleges, and more opportunities for prospective teachers to observe and to do student teaching in the public-school classrooms.

Following Mr. Osborne, Mr. William Martin, superintendent of the Scotia-Glenville, N. Y., Schools, described his school system's successful program to offer a sincere and helpful welcome to its new teachers. This program is described graphically in a brochure entitled, *Why Teach in Scotia?* It includes efficient assistance in finding housing, the provision of pertinent bulletins and directories, and methods for establishing appropriate contact with various community organizations. In addition, special meetings, picnics, a dinner, and a community tour are included during a two-week period before school starts.

Speaking for the classroom teacher, Mrs. Mildred Henyon, head of the English Department at Columbia High School, East Greenbush, N. Y., spoke about the first-year teacher's problems as she remembered them from her own first year and as she has encountered them as a helper of first-year teachers for a number of years. She encouraged the novice to seek help and advice without being ashamed of his ignorance. She strongly advocated a carefully planned system whereby sympathetic, experienced teachers were assigned to young teachers to act as friendly counsellors.

The New York State Department of Education is carrying on an extensive research project on the problem of the beginning teacher. Mr. Paul Hedlund reported some of the early findings of this study. The preliminary results indicated among other things that students were impressed by a first-year teacher's willingness to give extra help and by his difficulties in establishing desirable classroom behavior.

In the sectional meetings, the following

problems came out, regardless of the subject the beginner might be teaching:

1. Heavy class loads plus extra-class responsibilities left little or no time for planning lessons and correcting papers.

2. Student teaching was usually insufficient training for coping with behavior problems.

3. Beginners do not have enough practical illustrations readily available to clarify their explanations of difficult material.

4. Schools are overcrowded and lack, in many instances, even the most essential supplementary materials.

The panel discussion of six young teachers presented their problems in the light of the training they had received at New York State College for Teachers. They pointed out what had been helpful to them in their training and pointed to experiences they wished they had had. They agreed that more practical experience in the form of observation, student teaching, and sponsorship of extra-class activities were needed. In general, they agreed with the conclusions of the speakers and with the summaries of the different sectional meetings.

To follow up the findings of the clinic, a questionnaire on induction practices was sent to the forty-eight schools associated with New York State College for Teachers in the local study council. Many of the items in this questionnaire were suggested by the Metropolitan School Study Council's bulletin, *The Newly Appointed Teacher*. A complete and interesting report of this whole problem can be studied in the Capital Area School Development Association's bulletin, *Helping the First-Year Teacher*.¹

The first interesting point about the questionnaire was a 96% response, indicating the concern with which the schools viewed this problem. Many of the schools realized that their programs were inadequate and

¹ Bound mimeographed copies may be obtained by writing to Joseph Leese, Executive Secretary, Capital Area School Development Association, New York State College for Teachers, Albany, New York. \$75.

wrote that they were already in the process of doing something about the situation as a result either of the clinic, the questionnaire, or their independent recognition of the sorry situation existing.

Second, every school reported that it gave the beginning teacher some assistance in finding housing; however, this aid ranged from the provision of a mere list of available rooms and apartments to community projects where a recommendation was made to the teacher on the basis of convenient location to the school, comfort, and privacy at reasonable rates.

Third, was the variety of methods of introducing the new teacher to the faculty. These methods ranged from a mere bombardment of the new teacher at the first faculty meeting with thirty or forty names to a carefully thought-out program beginning with letter, a community map, and a school handbook sent during the summer and proceeding through a series of small meetings with different groups on the faculty at social and professional functions.

Other helpful practices came out. Making available kindly, constructive supervision during the first few weeks and encouraging the seeking of advice from former college instructors stand out. Of all the good suggestions and practices, the one of assigning a helping teacher seemed to be most valuable. Niagara Falls, N. Y., for example, has experimented widely with this aid for the beginning teacher with considerable success. An interesting and informative account of this can be found in Geraldine Mann's article, "Beginners Need More Than Luck".²

Evidence indicates that some people still operate on the assumption that a teacher has completed his training when he walks across the stage at commencement. Even the people who act on this assumption are quick to deny it, but they still treat be-

EDITOR'S NOTE

In the past, say the authors, we have killed off many potentially fine beginning teachers by following the old hands-off, let-'em-sink-or-swim system. But if we want to improve the quality of teaching in our schools we'll have to get busy and be as helpful to newcomers as we know how to be. Some of that "know how" has been developed by forty-eight cooperating schools in New York State through conferences, clinics, and studies of the problem. Here is a report on the ways of helping new teachers that the forty-eight schools have found to be effective in actual practice. Miss Marschner is a first-year teacher of mathematics in Huntington, N. Y., High School. Mr. Cochrane is supervisor in English at the Milne School, New York State College for Teachers, Albany, N. Y. The college sponsored the project.

ginning teachers with the "survive-the-first-two-weeks" attitude. More open to censure is that kind of thinking that holds to the "sink-or-swim" method of handling beginning teachers. The attitude is "I made it and nobody helped me."

Today, more than ever, prospective teachers and first-year teachers should be given greater security so that the calibre of teaching in our public schools improves. One sure way of lowering teaching standards is to kill off young, enthusiastic, and potentially superior teachers by letting them fall on their faces the first year.

Careful study and quick action along the lines suggested by the activities and reports mentioned in this article clearly indicate some ways to lessen the first-year teacher's nightmares. Obviously, closer community, college, and local school cooperation on a partnership basis seems to offer one big answer. There just needs to be more of it.

² *New York State Education*, 39:183-187.

Book-a-month plan for teachers:

READING Ourselves AROUND the WORLD

By LEONARD S. KENWORTHY

THOUSANDS of teachers today realize their need for more background on the world in order to be competent instructors. But they are busy persons and cannot find time to take special courses or do a great deal of reading. Furthermore it is difficult to choose a few volumes among the scores that are being published.

With these facts in mind the writer has decided to attempt the very difficult task of selecting a small list of books which will help such teachers to catch up with the world in which they are living. Such a decision may be foolhardy, for no list can possibly meet the individual needs of thousands of individuals.

Nevertheless, this list is presented as a basic reading shelf on world affairs. It assumes that teachers need to read a couple of books on the world in general, something on recent research in attitude formation and change as related to world-mindedness, a little on the United Nations and the Technical Assistance and Point Four programs, and a few books on the less well known parts of the world, such as the Near and Middle East, the U.S.S.R., Asia, and Latin America.

Each book in this list is authoritative and interesting. An attempt has been made to include books which are not too detailed and do not assume too much background on the part of the reader.

The list includes twelve books, or one a month for a year. That should not be too heavy even for the busiest teacher. By reading all these volumes a teacher can read

himself or herself almost around the world. The list in its entirety is an introduction to the changing, chaotic world in which we live, with some progress reports on ways and means of moving toward the world community which far-sighted men and women everywhere hope eventually to create.

There are gaps in this small shelf of books. The most obvious is that for Africa, but the author could not find any single book which presented this continent simply and authoritatively. Southeast Asia is touched upon but not in detail. Europe is omitted on the assumption that it is better known.

Recognizing the limitations of his selections, the writer nevertheless presents the following volumes as recommended reading on world affairs to busy teachers:

Civilization on Trial, by Arnold J. Toynbee. New York: Oxford University Press, 1948, 263 pp.

In 13 essays this world-famous historian looks at the world today, comparing the clash of civilizations now with former times, commenting upon the reasons for the decay of various past cultures, and drawing in faint pencil lines the outline of a possible all-embracing world society which could emerge.

Mirror for Man, by Clyde Kluckhohn. New York: McGraw-Hill, 1949, 313 pp.

In highly readable style this anthropologist looks at the factors which have helped

to develop the varied cultures now in existence and shows how our current knowledge of human behavior could help us to understand one another. Teachers will be especially intrigued by his chapter, "An Anthropologist Looks at the United States."

Tensions Affecting International Understanding, by Otto Klineberg. New York: Social Science Research Council, 1950, 227 pp.

This volume is a summary of research around the world into attitude formation and change, and is the result of a year's work in the UNESCO project on tensions. The author has combined in an exceptional way the findings of social psychologists and the style of a popular writer. The book is filled with provocative material for the classroom teacher trying to shape and reshape attitudes.

The United Nations and Power Politics, by John McLaurin. New York: Harper and Brothers, 1951, 488 pp.

A prominent educator with world-wide experience and several months as a member of the United Nations Secretariat views the programs, problems, progress, and potentialities of this global organization. His conclusions are provocative and often highly critical. Some readers will not be able to "take" this volume; the mature reader will be stimulated by it.

Partners: The United Nations and Youth, by Eleanor Roosevelt and Helen Ferris. Garden City: Doubleday, 1950, 208 pp.

This is by far the best account of the United Nations and its specialized agencies now available. Although it was originally intended for high-school students, it has become popular with many adults. The accomplishments of the U.N. and its agencies are stressed in story

form, with excellent photographic illustrations.

Bold New Program, by Willard Espy. New York: Bantam Books, 1949, 278 pp.

This is a tiny book but it is packed with revealing facts and figures on many parts of the world. Emphasis is placed upon the underdeveloped nations of the world and ways in which poverty, disease, illiteracy, ignorance, and prejudice could be attacked through the Technical Assistance Program of the U.N. and the Point Four program of the United States.

Strange Lands and Friendly People, by William O. Douglas. New York: Harper and Brothers, 1951, 336 pp.

A Justice of the Supreme Court reports on two summers spent in the Middle East in a book which reads like a novel. It is the story of the peasants' revolution based on a new spirit of nationalism and an intense desire to share in a better standard of living. The final chapter, "In Summary," should be required reading for every American.

EDITOR'S NOTE

For teachers who want to be better informed about the world and its problems, Dr. Kenworthy presents a 12-book reading program which he feels that even the most overworked pedagogues can and should find the time to cover in a year. A great deal of work went into the selection of the 12 books. Dr. Kenworthy discussed the problem with a number of experts, and chose these titles from about 50 likely books which he studied. The author is associate professor of education at Brooklyn College. He is president of the Middle States Council for the Social Studies, and consultant to the School Affiliation Service of the American Friends Service Committee. He has traveled, taught, or worked for the Friends Service or UNESCO, in 22 foreign countries.

The United States and the Near East, by E. A. Speiser. Cambridge: Harvard University Press, 1947, 263 pp.

This book might well be read as a companion to the volume by Justice Douglas, for it stresses the geographical and historical background of the Middle East, the social and economic problems of that area, and the relationships between that turbulent part of the world and the United States.

The United States and Russia, by Vera Micheles Dean. Cambridge: Harvard University Press, 1948, 336 pp.

The well-known specialist of the Foreign Policy Association brings her wide knowledge of Russia and her keen analytical mind to bear on the U.S.S.R., its people, its political system, its economic system, its stake in world affairs, and its relationship to the U.S.A. The foreign editor of the *Herald Tribune* called it "an ideal one-volume recommendation," and Max Lerner has recommended it as the "fairest, sanest, and most comprehensive survey" he has seen.

Richer by Asia, by Edmund Taylor. New York: Houghton Mifflin, 1947, 432 pp. A war correspondent in India and other parts of the Far East records in semi-autobiographical style the effect of that part of the world upon him. This is a

They Keep It Quiet

In the field of medicine, when "doctors disagree," the patient quietly passes out or as quietly gets well. In either case little, if any, publicity accompanies the physicians' dilemmas. In fact the layman is super-keenly aware of the successes and triumphs in such fields as medicine, dentistry, and engineering, but is kept happily ignorant of the failures in these fields. Not so in the field of schooling. The layman, filled with prejudices created by the loud and well-publicized disagreements among the doctors (in education) is only dimly, if at all, aware of the successes and triumphs.—JOSEPH SEIDLIN in *School and Society*.

masterpiece of writing and a warm, human story of one man's debt to the Orient. To read it is an education in international understanding.

State of Asia, Lawrence K. Rossinger, editor. New York: Knopf, 1951, 522 pp. Country by country some of the leading experts on Asia survey contemporary developments in Asia. The mainland, southeast Asia, and some of the Islands of the Pacific are treated briefly, authoritatively, comprehensively.

Good Neighbors, by Hubert Herring. New Haven: Yale University Press, 1941, 381 pp.

Although many books have been written in recent years, none surpasses the sympathetic and comprehensive treatment of Latin America presented by Dr. Herring, a long-time authority on that important part of the world. His discussion of the characteristics of Latin Americans and the outstanding contributions of their culture to the world is unsurpassed.

Any teacher who reads these twelve volumes should have an exciting journey around the world and should return to the classroom better able to cope with the many questions which should arise in any good class in this second half of the Twentieth Century.

Are We Quite Sure?

The recent scandals unearthed and publicized in collegiate basketball should make us indulge in some serious thought as to whether gambling and bribery of players is at all possible in high-school athletic contests. We can perhaps wish that the evils of collegiate athletics would be isolated in Madison Square Garden or some other point east of the Mississippi, but we had better examine our athletic programs in our local communities, and on a state-wide basis, and make certain that some of the evils are not already rearing their ugly heads in your community and mine.—W. J. ROBERTSON in *New Mexico School Review*.

Math. Can Be Slanted to TEACH THINKING

By
DAVID SKOLNIK

IF THINKING has not already become a lost art, it seems on its way to becoming a lost aim in secondary education.

In the past, the development of clear thinking occupied a prominent position in all recognized lists of objectives of the curriculum. Certain subjects served as the sights for aiming at this objective. Studies like grammar, rhetoric, the classics, and mathematics were expected to expand the mind. With the broadening base of the high-school population, some of these subjects became unsuited—at least, in their original form.

Unlike the sight mechanism on a rifle which is adjustable to changing conditions, the subjects which had been intended to sight the objective of clear thinking were too rigid. Adaptation to the backgrounds of the new school population was either painfully slow or non-existent. Many of them have disappeared.

With the old sights demolished, the target became obscure and the aim of fostering clear thinking lapsed. Current lists of objectives which do not omit this aim altogether only hint at it vaguely in terms of "principles, meanings, and understandings." The Educational Policies Commission, for example, states the objectives of education in terms of accomplished facts. Thus, "An educated person puts human relationships first." The common lack in the newer objectives of secondary education is the failure to recognize thinking as a process that must be brought within the experience of pupils. In educational parlance, thinking has become an empty term. What meaning

still clings to it is derived from modifiers like clear, consecutive, creative, critical, logical, objective, practical, reflective, scientific, and others.

The claim of some favored subjects in the present curriculum that they offer "opportunities for critical thinking" is undoubtedly true. But is the pupil equipped to take advantage of these opportunities? Has he learned to analyze the components of a complex pattern and relate them to one another and to the whole? Thinking as a pattern is either ignored, taken for granted, or deemed beyond the comprehension of most pupils. Unless and until this pattern is brought within the range of the average pupil, thinking will continue to be a foreign subject to him.

Before embarking on any grandiose plan of attempting to teach formal logic to pupils who cannot learn simple grammar, we should first clarify in our own minds some few things about the nature of thinking. It is doubtful whether the process can be defined exactly but there have been many attempts. Probably the simplest of them is that thinking is the utilization of past experience to meet a situation for which there is no prepared response.

All definitions agree that thinking is an activity *symbolic* in character, by which is meant that the past experience has to be abstracted and symbolized in some form. The Harvard Report on *General Education in a Free Society* defines logical thinking as "the capacity to extract universal truths from particular statements and, in turn, to infer particulars from general laws." This

is another way of saying that to understand the nature of thinking one must know something of the inductive and deductive methods.

It would appear, therefore, that any plan to give form to the structure of thinking in the eyes of the pupil must involve the inductive and the deductive methods of reaching conclusions and must attempt to simplify the process of abstraction and symbolization.

The recent trend has been to add new subjects to meet new needs. To meet the need for clear thinking, however, it is not necessary to introduce new studies. There is a subject that has enough practical value even by modern educational standards to retain a place in the curriculum, and which also has the potentialities of simplifying the complex thought pattern.

Some will be surprised that mathematics, which is reputed to be so abstract, should be suggested as a means of rendering concrete the abstract pattern of thinking. This misgiving stems from the fact that mathematics has usually been considered in terms of its content, which mounts in complexity and abstraction. It is true that algebra is a highly symbolic study. Let us recall, however, that it becomes that way by gradual stages of abstraction, beginning with the counting of concrete objects, then proceeding to less concrete but familiar arithmetic numbers, to literal numbers, and on to symbolic processes. This makes it possible to teach elementary algebra so as to emphasize the inductive method. The formula, on the other hand, when applied to some particular case illustrates the deductive pattern in action.

In the fateful days of May and June 1944 the newspapers would report an event as scheduled for *D-2* day. All readers easily interpreted this date to mean two days before the allied invasion of France. Later, when *D* day emerged as June 6, no one had any difficulty in applying the formula

D-2 to determine that the event in question had taken place on June 4. This oversimplified example is used merely to show that algebra is as simple as it needs to be to suit the occasion. (In the later stages, algebra tends to become a skill in the sense that the efficiency of the learner depends on the extent to which he does not have to stop to think what he is doing.)

If we decide that an important objective of algebra is to teach the inductive and the deductive methods, simple examples can be multiplied and gradually increased in complexity until the method is abstracted from them and applied in wider fields. The scope must, of course, be tailored to the capacity of the pupil. Any attempt to teach a predetermined amount of understanding is foredoomed to failure. To try to teach a pupil more than he can grasp is foolish, but to teach him less is a more serious fault. If the individual were taught the structure of thinking within his comprehension, the results would be surprising.

All branches of mathematics can be taught so as to underscore the thinking process and point out its applicability to non-mathematical situations. This is so because mathematics is essentially a way of thinking. That the mode of thinking is suitable only to number and space is an error that has crept into the popular mind. This may have been aided and abetted by writers who, in an attempt to popularize mathematics, have referred to it as the language of size. A much more constructive definition of mathematics was given by Benjamin Peirce, when he said that "mathematics is the science which draws necessary conclusions." This is particularly true about geometry.

Since geometry deals with spatial relationships, we have here facts that are within the first-hand experiences of all boys and girls—experiences which are easily generalized into broad spatial concepts. This gives us an opportunity to teach the inductive

pattern of thinking to characterize and define these spatial relationships. Where this is a dominant aim, care is taken to generalize the method at each step so that the pupil will not get the erroneous idea that the method can be used only with straight lines and angles.

Time can be taken, for example, to show that the United States Constitution is a definition that characterizes our form of government. This fundamental document exemplifies the method of induction. Some of the steps of the induction are to be found in the Declaration of Independence, which enumerates facts that led up to principles like the Division of Power and the Bill of Rights in the Constitution. The thinking process is then reversed to show that the working of our government in applying general principles and laws to individual cases typifies the deductive method.

Many are probably still asking: Why geometry to teach the mechanics of thinking? Why not teach it directly? Our experience with grammar demonstrates the futility of the direct abstract approach. In geometry the picture of thinking can be enclosed in a simple, concrete, and familiar frame. Let us take a simple illustration. The pupil is asked to draw a triangle with two equal sides, seek out additional relationships, and then generalize what he has discovered into a statement of condition and conclusion.

What easier way is there to stimulate thinking and analyzing the resulting thought pattern? What simpler way is there to teach the interpretation of a statement in English and the reverse, that of developing the facility of clear expression? The critics who would say that this is too simple are probably the same ones who think that mathematics is too abstract as a means of teaching the thinking pattern. A cardinal principle of learning is from the simple to the complex. Such simple examples can be used to introduce methods of

EDITOR'S NOTE

"This article," writes Mr. Skolnik, "is a result of a curriculum experiment that has been going on in our school for some time. The object is to determine the feasibility of teaching standards of thinking through geometry. The results recently have been incorporated in the Newark course of study." He believes that teachers of many subjects should emphasize the teaching of reasoning in their courses, but that mathematics teachers are more or less the "logical" ones to spearhead the effort. He is chairman of the mathematics department of Central C. & T. High School, a commercial and technical school in Newark, N. J.

wide application and to keep expanding them as far as the capacity of the individual will permit.

The writer, in cooperation with other teachers, has for many years experimented with methods and materials designed to establish a general mode of thinking through the study of geometry. Much of this is now in textbook form.¹ These experiments seem to verify that the methods used to draw conclusions are the same in all fields of thinking. Although they are not always simple and have many ramifications, geometry does offer a way of exhibiting in bold relief the common pattern and some of its practical phases. For many, perhaps all, pupils this should be a chief aim of geometry. In that case, major stress should be laid on the thought process at the beginning of each unit, before the learner becomes too much preoccupied with the interesting and useful spatial relationships to which the process leads.

The fact that mathematics is in itself an interesting and useful body of knowledge is in no small measure responsible for the failure to popularize more widely the think-

¹ *Dynamic Plane Geometry*, reviewed in THE CLEARING HOUSE, Dec. 1950.

ing on which it is based. In teaching geometry to set up a generalized way of thinking, the kind of thinking involved and not the spatial content must be the basis of the organization. Since geometry is a logical subject to begin with, little change in the usual sequence is needed.

Practical thinking is a combination of the inductive and the deductive patterns. It is interesting and instructive to follow the stream of thought as it meanders from one pattern to the other. Since each one has its own characteristics, the pupil must learn to identify and evaluate them. If he decides that a given statement is an inductive conclusion, he must make some judgment as to the reliability of the evidence and he must, above all, learn that such conclusions are tentative. If, on the other hand, he decides that a given conclusion is the result of deductive reasoning, he must recognize and evaluate some of the underlying premises and, most important, he must learn to respect the rights of others to differ with these premises.

Can geometry teach this? It most certainly can lay the foundation; the rest is a function of the method of teaching. The deductive method, for example, teaches how to establish a proposition in its entirety so that some particular inference can be drawn from it. A simple example of this in geometry is the problem in which the pupil proves that two triangles are identical so that he can prove one pair of corresponding sides equal.

A more subtle method is the one which draws sound conclusions from two situations which are only partly alike, the method of analogy. Its use in non-mathematical thinking has led to such disastrous results that many would bar it altogether as a method of proof. Yet geometry can teach its legitimate uses and limitations very easily.

A sharp outline of the method is obtained by comparing two triangles that have the same shape and examining the possible con-

clusions. Here the pupil learns that sound conclusions must be based on the extent to which the analogy is defined; otherwise the conclusions are no more than guesses. Practical examples of arguments based on false or imperfect analogies are innumerable. The old quip that using geometry to teach thinking is like using the piano to teach typing illustrates such *non sequiturs*.

Geometry can be made to cover practically the whole gamut of thinking. Two more examples of how geometry can expose fallacious thinking will be cited.

Arguing from the converse of a statement is a very common fallacy and one which is sometimes difficult to detect in everyday thinking, largely because of the specious use of such words as *necessary* and *sufficient*. The nature of the converse and a variety of the terms which are used to express it are an integral part of a geometry which seeks to teach the fundamentals of thinking.

Another field for those who unwittingly or otherwise indulge in false argumentation is indirect proof. The method is often used to implement the deductive type of proof. The argument, of course, consists of eliminating all the possible conclusions but one. The usual error is the failure to list all the possibilities. For example, in plane geometry an indirect argument may begin with the alternatives that two lines in question are either parallel or they intersect. In solid geometry, however, a third possibility would have to be considered, namely, that the lines cannot be contained in one plane. Fallacies in this form of argument are sometimes compounded by the misuse of the converse. Example: "You must vote for either *A* or *B*; but you can't vote for *B* because he is supported by *C*."

The aim of developing independent thinking is nowhere more important than in a democracy. A democratic society is not safe if thinking is confined to the mentally elite. It must be brought down to the

level of the average. The people with whom thinking is unpopular have become the slaves of totalitarian states. We cannot be sure of surviving as a democracy by relying on memorized forms and tradition alone. In times of stress the unthinking masses are not equipped to appraise demagogic appeals. They have no way of distinguishing between reason and emotion. The school must equip the individual with a pattern of thinking commensurate with his ability to use it. At the present his ability may have been too severely discounted.

It has been pointed out that thinking is a symbolic activity. The Harvard Report has been cited to show that logical thinking consists of the inductive and the deductive methods. These facts point to mathematics as a subject which is equipped to do the job. When *Time* magazine some years ago wished to praise a speech by the late Senator Borah, it reported that "he argued with geometric logic." It should not be inferred, however, that other subjects cannot teach thinking or that they should be absolved from the responsibility. On the contrary, teachers of many subjects must

work cooperatively so as to capitalize the best each can offer toward the common goal.

Instead of the much-needed collaboration we now find this regrettable status: Many teachers in the non-mathematical fields are coping with the problem of developing critical thinking but have no clear-cut pattern with which to work; mathematics teachers in possession of the formula shy away from contaminating it with mundane matters. The former regard mathematics teachers as engaging in a freakish kind of activity which has no connection with their problem; the mathematics teachers can see nothing but aimless discussion in the earnest attempts of the others to do an important job.

If we are not yet ready for fusion courses, we should certainly practice greater correlation between subjects that are concerned with the thinking process. Leaders of education should actively encourage this correlation as a means of promoting the objective of clear thinking. If thinking does indeed become a lost aim in our schools, there is no telling what else may be lost with it.

♦

Guidance: Is It Snark or Boojum?

Guidance is a popular word these days and is vaguely felt by most respectable people to stand for a Good Thing. We are not quite sure what this Good Thing is, but we will buy it; we'll go to summer school to study about it and we'll appoint people as directors of it and we'll have PTA meetings in which there will be a lot of support for it.

But it's a wooly word, and tricky. The only strong connotations that it has are not particularly acceptable to people who have tried to understand what guidance is; mature guidance workers don't want to guide, they want to help people learn how to guide themselves. So guidance is not guidance, you see, and if we hunt for its meaning with too literal an eye, we may get into trouble. As in hunting a snark, the bowsprit may get mixed up with the rudder sometimes, and our snark may turn out

to be a boojum.

One way out of this semantic quandary would be to invent some new words. We might take a cue from government and world organizations and get some words that stand for the person engaged in guidance work. A few samples are supplied, without much self-investment in their perpetuation: COOSSD, AIPP, and WANTPICU.

These stand, respectively, for: "Coordinator of Opportunities for Student Self Development," "Assistant to Individuals in Personal Planning," and "Wheeler and Needler of Teachers and Principals in the Interest of the Child Undivided." A person could get an MA in AIPP or accept a position as COOSSD in his home-town high school. On further thought, maybe we had just better stick to the word guidance, limp as it is.—NICHOLAS HOMES in *Peabody Journal of Education*.

A survey, an experiment, or a way:

READING, Writting, and TELEVISION

By
FREDA D. SAPERSTEIN and HELEN HAVEY

I

IT IS AN interesting fact, and a complimentary one to the human race, that in time of danger, discomfort, and death, jokes can be made about the situation. There were jokes that circulated in Germany about Hitler; England has sent us its share on war shortages and rationing, and America has contributed its share on the housing shortage.

Now there are jokes about television! They have to do with sponsors who are worried about their audience's not being able to read the commercials on the screen. It has even reached the cartoons. Prominently thumbtacked to the molding of my English classroom is one with this caption: "LOOK FOR THE NAME BLIX AT YOUR FAVORITE GROCERS IF YOU HAVEN'T FORGOTTEN HOW TO READ."

No one yet has forgotten how to read, and I'm sure that they will always be able to spell out BLIX, but as between Berle and a Book, no one will be astonished to learn that it's Berle. And what English teacher does not consider that a "challenge"? Furthermore, the meagerness of response when I mentioned books one day, and the over-bubbling enthusiasm when the subject switched to television, were an eyeopener. To be sure that I was not imagining a bookless adolescent world, I asked my students in a second-year English class to write me a letter in which they discussed the subject of reading—their likes and dislikes—and television.

Their replies were of the kind that make history. One boy read one book a year, on an average. Another held a book in front of television and read snatches if the program was uninteresting. Because their letters are so much more enlightening than any summary, I quote from some of them:

John S. said, "I like to read books but television has somewhat interfered." Since he had read no books, that might be called reverse hyperbole.

Meg R. wrote, "The way I feel towards television is I wouldn't care if I never saw one because I personally don't get any pleasure out of looking at it. . . . If I had a choice between television and reading, I would take television." No comment!

Art H. said, "Television is a big temptation over a book."

Bob B., "I feel the necessity of reading a good book about once a month. It is a rare sight in my house for me to look at television for more than an hour at a time." No comment.

Gail B., "I would not go so far as to say that television has stopped people from the book reading habit . . . to me television is the most wonderful invention in history. It is my belief that television will prove to be more educational than all the books ever written."

Bob H. wrote, "Television does not interfere with my reading. I read one book, on the average, per year. Television is an asset to a person who wants to learn something."

Alice H., "My reading of books hasn't

been very influenced by television. I still read a book occasionally."

Bob M. has no television, but he says, "When we get our television set I doubt that I'll ever read, because I think a television story will be more interesting because it gives a better background to the event. So, therefore, I choose television."

Marlene R. wrote, "On the topic of reading books, I must admit that since television invaded our home, I do not read as many as I used to."

Jan A. said, "After school I want to change the atmosphere to something more pleasant and lively. After attending to domestic problems, I get comfortable and sit to look at television for most of my spare time. As for reading, as you see, there isn't any time."

One of the most revealing parts of their letters is the fact that almost none of them is aware of how much time he spends looking at television. An hour or two a day is considered *not* looking at television!

Having ascertained their reading habits, I obtained their reading scores from an aptitude test given in the ninth grade. Of the 29 students in my class, sixteen tested at least two years above grade, one tested a year above, four were reading at their own level, six were below the ninth-grade level, and two were unscored. No doubt about it. They all could read the name *Blix*!

Of the sixteen "excellent" readers, only six were accustomed to going to the library for books. Their letters were interesting, too:

Jack B. wrote, "We have no television. Hence, I still get much enjoyment from cuddling up in an easy chair with a good book."

Flo G. said, "I am still interested in books, more so than before. The fact that I can watch television does not dull my interest in books. Maybe the fact that I read a lot dulls my interest for television."

Certainly I know that television is not

the only thing that interferes with reading. There have always been pitfalls to the world of books, but never before have there been so many books, of such enticing variety, and of such easy approach. On the other hand, each day brings more and more books written expressly for the teenager, some of them excellent despite J. Donald Adams of the *New York Times Book Review*, who categorically condemns all current juvenile books. —

Why, then, do students not read? Admittedly twenty-three of my students should have been enjoying books; only six actually were. At this point I mentioned to our librarian the discussion on books and television, and my desire to have my students learn the solaces and delights of reading. "Bring them here," she said. "We'll plan something."

Together we decided these things: My class and I would go to the library once a week, at which time each student would select a book. He could choose anything he wanted that would interest him. Then he was to sit down comfortably at a table and read for the remainder of the period. If during that time he decided he liked the

EDITOR'S NOTE

In the realm of pure theory, high-school English teachers and librarians shouldn't have to compete for the students' interest with Milton Berle and a herd of TV wrestlers. But in the realm of cold facts that's just about what we have to do. Mrs. Saperstein got the cold facts when she asked her students to write letters to her about their reading and television-viewing habits. This is the story of the letters, and of the trap that she and the librarian set to lure the unwary students into book reading. Mrs. Saperstein teaches English, and Miss Havey is librarian, in Roosevelt High School, Yonkers, N. Y.

book, he was to sign for it and try to finish it within a week. If that were impossible, he could renew it. If he did not like the book he was to choose another.

No book reports were to be made. Instead each child recorded the title, the author, a sentence giving some information about the book, and his opinion. In most cases this fitted on one line of a 4 x 6 card. In all, we went to the library eleven times, and twenty-nine pupils read a total of 279 books! F.D.S.

II

From the library point of view, I was very eager to try this more or less formal reading experience. I suppose it could almost be called "Operation Forced Feeding," as so many of them had never read a complete book before nor had any desire to do so.

The first day there was a great deal of milling around and the charging desk somewhat resembled the paying counter of the A & P on a busy Saturday afternoon. Arthur had never read a book, and we finally gave him *Amazon Adventure*. Joe didn't read because he could not find the type of book that he could enjoy, but he finally settled for *They Were Expendable*. The girls ran to the usual teen-age story, such as *Paintbox Summer*, career stories, and light school stories. Of course there was the usual number of sport enthusiasts among the boys.

After several trips to the library I noticed a decided change in the whole atmosphere. There was little time wasted in stamping books. Advice was exchanged at the stacks, and almost always the first book tried was the one kept. Books were renewed frequently, especially by the slower readers, but the girl who finally took *Cloister and the Hearth* had to renew that! Their comments were enlightening and heartwarming. Arthur finished *Amazon Adventure* and couldn't believe it was a book because he had loved it. His expression might have been, "Look, Ma, I'm reading!" Joe had

gone through *They Were Expendable* as quickly as a PT Boat through the Pacific seas, and as his next choice he picked *The Story of Alcatraz*—for apparently no good reason.

At about this time I tried to insert a little more solid matter in the displays that we had out for them each week. In the group "Books for a Man" I put *Kon-Tiki*, *Northwest Passage*, *The Three Musketeers*, etc. And for the girls, *Jane Eyre* and *Pride and Prejudice*. It was good to see that all of these circulated and were recommended to others. This word-of-mouth criticism did much to keep a book in constant circulation and on the reserve list. A book like Godden's *The River* was never on the shelf, although it may have been helped along by the movie. But it was pleasing to see that many went from *The River* to the same author's *A Candle for St. Jude*, and that a few of them appreciated its sensitive and delicate feeling.

All of these young people were interesting to watch from week to week, but some were entirely fascinating. There was Anthony, reading level 11+, who never read at all. When he picked *The Pyramid Builder* as his first choice, I had my doubts, but he read *Red Caps of Lyons*, *The Spartan*, and *Peder Victorious* in succession, and I feel fairly sure that Anthony himself no longer has any doubts about reading as a pleasure.

Then there was Alfred, who is a great music lover, and while I would be the last one in the world to lure anyone away from music, I did think that he should sample other things. He started with *The Art of Enjoying Music*, then *Friends and Fiddlers*, and finally was induced to try *The Covered Wagon*. His last book was *Queens Die Proudly*. I'm sure Alfred will never be untrue to his first love, but he might just learn to appreciate her more.

From the library point of view, then, this was an experience I would like to repeat.

It showed definite individual growth in reading habits and in book selection. It showed an interest in good modern authors and in the classics, and above all, it showed that if young people have time and encouragement—they will read. Today their lives are busy ones and they have many outside activities. Many of them have problems,

real ones, that they try to muddle through alone unless they can find some understanding someplace. To have one period a week set aside for reading—a sort of island of quietness in a world where "there are no islands anymore"—has been, I think, beneficial and noticeably gratifying for them.

H.H.

Tricks of the Trade

By TED GORDON

TIE-BREAKERS—On an objective type of quiz try adding to the end one or two "tie-breakers," that is, the subjective type of questions, answers to which students may write upon until the slowest member of the class is through with the main questions. These tie-breakers then may be used, if necessary, to provide grade differentiation should the objective-type scores bunch too closely together. Thus all work to a common time of termination and all do some organized thinking.

SAVE A TRIP—Maps or charts with sprawling standards that trip and entangle pupil or teacher can be converted into efficient teaching tools by eliminating the standards (tripod, single base, etc.) and suspending such maps or charts from the ceiling of your classroom, using, if you wish, a few pulleys and some sideline.—*Brother*

— ■ —
EDITOR'S NOTE: Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE, Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.

Thomas Aquinas, C.S.C., Holy Cross High School, New Orleans, La.

TYPEWRITER WRINKLE—Did you realize that if you have a black and red ribbon on your typewriter you can keep that black looking dark longer by using the red for many purposes: making notes, writing rough drafts, producing carbons, etc.

BOILING NAILS!—Before driving nails in plaster, boil nails a minute or two and the plaster will not crack.—*Western Family*.

BULLETIN BOARD—If your bulletin board is the bare, blank space that mine was, try this simple little contest. Allow pairs of students to compete as bulletin-board decorators. Each and every student should take part. They may use pictures or text. Pictures may be clipped, but text should be student prepared.—*Earl Thomas, Duton School, Section, Ala.*

WHAT, NO BLACKBOARD?—If you have no blackboard, a large sheet of celluloid stretched over light-colored paper can be a good substitute. Use a black China marking pencil and wash off your writing as soon as possible with a damp rag.—*Jean Tuttle, Virgil Junior High School, Los Angeles, Cal.*

MAGNOLIAS and BRATWURST

By
ANN MARTIN HOLMES

WE'RE OFF!" "I thought this day would *never* come!"

"Oh, I'm getting homesick already!"

"Just think! We'll see snow, real snow!"

"And for two whole weeks!"

Then the familiar "All aboard!" was heard. A last good-bye to Mom and Dad, a last wave of the hand, one final pose for another picture for the local newspapers, a scramble into the coach of the waiting train, and thirty happy high-school boys and girls, not to mention two equally happy teacher chaperones, were off on an excursion that we believe is unique—in secondary education, at least.

It all began about three years ago when the superintendent of the Bibb County schools in Georgia and the superintendent of the Manitowoc, Wis., schools discussed a plan for an exchange of students. We study about each other "in the books." Why not go and see for ourselves at first hand?

This year seemed the propitious time for the plan to be worked out. For two weeks of the school year thirty of our students, fifteen boys and fifteen girls, planned to live in the homes of thirty Manitowocans, attend school with them, follow their daily routine, indulge in their sports, visit their industrial plants and churches—in a word, *be Manitowocans*. Then, about a month later, the students from Manitowoc would return the visit by coming to Macon for two weeks and living in the homes of the students they had entertained. Since Macon is in the "deep South" and Manitowoc is

*Student exchange between
Georgia and Wisconsin*

in the "far North," we felt that each group of students could learn much about a people and a section of the United States almost totally unfamiliar to them.

How to go about this plan? We decided that only eleventh- and twelfth-grade students were eligible for the trip. In our high schools prospective visitors to Wisconsin were told the actual expense of the trip as worked out with officials of the Central of Georgia Railroad. The parents of the students were to bear this expense and of course furnish spending money for their children while on the trip. Living expenses after arriving in Manitowoc would be taken care of by the hosts and hostesses of the students, as they were to be visitors during their two weeks away from home.

The financial angle taken care of, the students filed notes of application signed by their parents with the clerk in the school office. Since we had a real landslide of requests from students who wanted to make the trip, and since it had been decided that only thirty could be chosen, some screening was necessary. This was accomplished by eliminating those who had made less than a "B" average in any subject, as each student needed high enough scholarship to be able to miss the two weeks from school. Information from personality charts was used as a guide for further screening, and eventually the thirty lucky students were chosen.

Then began the whirl of getting ready to "invade the North." What to take with them? Some heavy things had to be bought, of course; one girl said, "I needed extra

wool skirts and sweaters anyway, so this is my chance to get them." We saw "lend-lease" practiced on a small scale, as relatives and friends from the North or those who had visited there recently offered to lend articles of clothing. One student received from an aunt in Pittsburgh a package containing fur-lined mittens, snow boots, a ski hat, and a bright red wool shirt.

Manitowocans came to the rescue with offers to share their wardrobes, if necessary. Almost every student was offered snow boots, "if you'll just send your size." Sometimes we wondered what Manitowocans thought we wore in winter in Georgia, as they advised their prospective guests to bring sweaters, heavy shirts, coats, etc. They little knew that the day the Maconites left the temperature would hover around thirty-five, just one degree higher than the thirty-four registered by Wisconsin thermometers.

When the excitement of getting proper wardrobes ready had abated somewhat, a new activity began. Almost every day brought its demand to be on hand for pictures, for interviews, for radio broadcasts. We were told in letters from Wisconsin that "the radio and press had blown the thing sky-high," and our group certainly had publicity in Macon. There were interviews on a nation-wide radio program; there were pictures in local newspapers of our students and of our prospective visitors (it was fun to try to pick out each student's host or hostess from the pictures sent from "Manty"); and we were told that newsreel and magazine photographers were to be on hand from time to time. The exchange of students was attracting nation-wide attention.

One afternoon our girls decided to change their names for the duration of the trip. The familiar Joan, Anne, Loulie, and Harriett gave way for "Magnolia," "Peaches," "Narcissus," "Jawja Belle," and other such honey-dripping Southern (?) names. "And we'll have 'em singing *Dixie* before we

leave," said one of the boys. Much good-natured "kidding" of ourselves could be heard on every hand.

While all this activity was going on, letters of invitation from parents and students were arriving, and at least one mother and father were invited too. "We have plenty of room. Come along with your daughter. We'd love having you." We learned that all the hospitality is not in the South.

In these letters the girls and boys became acquainted with one another, and found they had much in common. Officials had attempted to match the students, so visitors would find themselves in situations somewhat like their own home surroundings. For instance, a real-estate dealer's daughter was to visit a girl whose father is in the same business, and another girl who lives on a farm was invited to visit a dairy farm several miles from Manitowoc.

The students were given some fine experience in letter-writing, as each one attempted to present in a few words a picture of his family and home life. One student lives just a few blocks from Manitowoc's Lincoln High School but has a ride every day: "You'll meet him when you visit me." Another lives eight miles out in the country and rides the school bus, although sometimes she "has the car." Another's sister is away at college and "it's her room you'll have when you come."

EDITOR'S NOTE

This is the story of the busy events that led up to an exchange of students between two high schools in Macon, Ga., and a high school in Manitowoc, Wis. Mrs. Holmes, who teaches in A. L. Miller High School in Macon, tells about the enthusiastic preparations and expectations of the thirty Georgia students who made the trip in the current semester.

Another has a small brother and "you know how they are."

In their letters to our students they spoke of their accomplishments and interests in and out of school. Many are musicians, playing several instruments and singing. Others are the "sporty type" and love to ski, skate, swim, and take part in school sports. One works on school publications and said, "You may get printer's ink on your fingers too, if you go up in the tower with me." The tower, incidentally, is where the work of the three school publications is done.

We wondered at the pronunciation of the students' names and were told in a letter that many of the people in this particular section stem from German, Polish, and Bohemian forebears. In another letter we found that our girls and boys would learn to eat bratwurst, Polish sausage, and, of course, cheeses of all kinds.

"And do you know," exclaimed the recipient of one letter, "they say they never eat field peas; just feed them to the farm animals!" "And they don't eat grits or rice 'fixed' like ours! Or fried chicken!" This from another eager youngster who thought such attitudes remarkable.

And in all the letters we learned that everyone in "Manty" was hoping for a real old-fashioned blizzard so the winter sports would be operating in full blast. So long before the day of departure we were learning things we had never read in the books we had studied.

We knew something of the activities planned for our youngsters. There were to be two dances, trips on Lake Michigan and to industrial plants, a day of winter sports at Potawatomi State Park, breakfast for teen-agers before Sunday School at the First Baptist Church—all in addition to following the regular school day. For the trip was designed to let our students observe the day-by-day lives of their hosts, absorb the atmosphere of this section of the country—so different from our own, and thus gain

an understanding not to be obtained in any other way.

Our plans for the "Mantys" on their return visit to us included: a Military Ball held by our high-school ROTC; a square dance; a visit to Wesleyan College, oldest chartered woman's college in the world and now one of the most modern; a trip to Ocmulgee National Monument, where there are Indian Mounds and a very fine museum of Indian relics; a visit to the birthplace of our beloved Macon poet, Sidney Lanier; excursions to industrial plants; and extracurricular and classroom activities. The visitors would be interested to learn our method of teaching the Civil War and to observe something of our relations with our Negro population. We planned to give them plenty of Southern fried chicken, hot biscuits and gravy, and for "the pause that refreshes," ice-cold Coca-Cola, as that is very definitely our Georgia soft drink, since it originated in Atlanta.

Our students will not be out of touch with home. Besides the regular methods of communication, they will have at their disposal each night short-wave radio facilities, so they may talk with parents if they wish.

We think this exchange of students will be of practical value to those who go and those who stay at home. There have been and will continue to be innumerable letters written back and forth, a fine lesson in English; the trip is a wonderful example of applied sociology; geography not in the books will be learned; and a better understanding of the past history and present problems of both sections of the country will be gained.

So they're off! Two weeks of new friends, fun, and learning. And then, the pleasure of a return visit of our friends from the North, when we shall enjoy showing them our Southland with its peach blooms, camellias, azaleas, and, we hope, balmy skies!

RETIRED

*A former teacher tells us about
Four Freedoms in her situation*

AND PENSIONED

By

JANE HANKERD

I AM A RETIRED teacher—retired and “pensioned off” as a man of my acquaintance “expounded” recently, gazing at me in wonder the while, as being so privileged a person—a person mind you, who, being a teacher, had always been overpaid anyway, and surely must have all her enormous salary laid away for use now and so needed nothing financially. (Certainly no teacher had ever needed to spend any of his earnings!)

His tone plainly showed his disapproval of the system whereby overburdened taxpayers (*His* taxes are almost nothing.) should be obliged, perforce, to continue to lavish wealth—in the form of a pension—upon the teacher’s arrogant and undeserving presence.

I could have reminded him that his salary for three months as a factory worker was more than mine had been for a whole year at its highest point; and that much of my pension was merely a return of what my fellow teachers and I had been paying into the “fund” for years; but I forebore. He wouldn’t have understood. He had justice too completely on his side.

Because I have so thoroughly and openly enjoyed my six years of retirement, I have been asked by friends—themselves on the verge of retiring—to give some concrete examples of what retirement has brought me in the way of pleasant experience. (I suspect I am asked in the hope that I may furnish some consolation to those who may dread it a little—as I am frank to say I certainly did.)

Looking around, then, for something il-

lustrative to explain my satisfaction thus far, I suddenly bethought myself. Why not enter the realm of patriotism—of idealism, no less—even to the extent of utilizing the Four Great Freedoms so blithely proclaimed as being all that were needed to transform our troubled and confused world into a veritable Utopia. Surely a subject as *concrete* (?) as this—of which everyone speaks so blithely and so *understandingly*—should make for a logical and reasonable discussion on my part.

Hesitating, however, to use so exalted an ideal for a topic so insignificant in the light of world importance as my retirement, I have paraphrased them to the point where they may be unrecognizable. Also, by giving only one example for each one, I hope not to lean too heavily on the great original Freedoms or show undue familiarity by presuming to use them thus; I shall try to touch upon them lightly.

I shall say then, having in mind the Great Four and paraphrasing as I said, that my retirement has brought me these four Freedoms: Freedom from hurry; freedom from worry; freedom from slavery; freedom from dread.

First then, I shall discuss my freedom from hurry. All my teaching years, I hurried. I hurried from morning until night, from night until morning: hurried to get my work done; hurried to get to sleep so I could get up in time to hurry and get to school. I hurried here and hurried there, in every place and all the time. To me there was never any doubt as to the existence of perpetual motion for I was a

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If you are at the point where you have given any thought to retirement, and dread the idea as much as Miss Hankerd once did, then perhaps you had better read at once what she has to say. She has been retired for six years—and she may have news for you. Miss Hankerd lives in Pleasant Lake, Mich., and is quite content that she now has no school connection to be stated in this customary spot at the end of our note.

living example of the theory. One of my happiest ideas of Heaven was as a place where I wouldn't have to hurry—at least wouldn't have to hurry so fast. I still hurry, of course, from morning till night, but I now hurry more as a human being should, and not as one possessed of the Demon of Speed. So much for freedom from hurry.

Freedom from worry: Freedom from want, I neither expect nor hope for. The Bible tells us that "the poor we always have with us." Since my retirement, not only can I say that, as always, I have the poor with me, but I can go further, and say that the poor have me with them—even as the most abject of them all. However, I can say, too, that retirement has, at least grammatically speaking, brought me freedom from worry about financial matters.

When I was teaching, and had my small bi-weekly stipend coming on scheduled time, I was concerned as how best to use it—whether I should spend my dollar for this or for that—or whether I should spend it at all, knowing that I should have to eat in order to keep alive, in order to keep on teaching. I wished to expend each dime as wisely as possible, and therefore, as I said, I worried about it.

Now, however, when my almost infinitesimal pittance arrives monthly, I find that by the time it is due, I owe so many people, and so many business places, that there is

just one thing to do—and that I do at once: pay off as many of my debts as I can. By that time having nothing left in the financial way, I have nothing in the financial way to worry about. Plainly enough, if one has nothing, then one has nothing to worry about—grammatically true, as I said, if not practically so (anyway, I have never felt that the original freedoms themselves would stand close scrutiny). And so much for Freedom Two.

Freedom Three—freedom from slavery; and here I mean *slavery to custom*. I'm sure I was never a slave to fashion even in my best and most lucrative days; but I did try to conform as well as I could, to general custom, in the way of suitable habiliment. For example, when I had worn a spring hat, I shall say, or a winter coat season after season, summer, autumn, and winter, custom (possibly in the guise of some member of my family) would step in and demand that I do something about it. And quite often I did try to "do something about it" showing that I was, if not a slave, at least an abject adherent of custom.

Now, however, since I feel almost certain that I shall never again be able to have a new hat or a new coat, I can say indeed, that my retirement has automatically freed me from all slavish adherence to anything in that line that custom can demand.

Freedom Four is freedom from dread. And there is nothing ambiguous about this—the dread of having my picture taken every year with the outgoing graduating class. (Bless their hearts for wanting their teachers with them.)

I don't think anyone else minded this as I did, but the idea haunted me from February until the fatal day when we all lined up before the photographer and his camera. My face, ordinary enough in reality, I hope, is one in which the camera can discover and bring to light the most weird of deformities and most sinister of expres-

sions. Indeed to look upon the finished product of the camera's art and realize that that is the face you exhibit to your public day by day can be a hard thing to endure.

To make matters worse, the photographer always assumed that I wished to bestow one of the horrific mementoes upon each of the students. And so with lightening speed he would take pose after pose, each one proving if possible more dreadful than the preceding one. When those fearsome caricatures would appear later among the rest of the pictured faces, I used to wonder if I could ever live through the ordeal again. (If there had been nothing else to console me in retiring, freedom from this would have done much. At least I looked forward to it.)

Speaking in all seriousness, though, whether because of my four freedoms or in spite of them, my six years of retirement have been positively delightful. I did dread retirement heartily, and I don't think my experience was unique. Having taught so

long, I didn't see how I could accept the change it meant. I dreaded the loneliness and the "emptiness" of the days ahead (and I have experienced neither one nor the other). I expected to miss my pupils and my fellow teachers. I did miss them—all of them. I had liked the usual routine, pleasant and otherwise, of a teacher's life after many years of experience. I dreaded giving it all up. And then to my great joy and greater astonishment, I found that I was enjoying everything.

I have enjoyed the freedom from strain and anxiety, from routine and pressure of work (Why didn't I think to use these four freedoms instead of trying to borrow ideas from the Big Four?).

In fact, I have enjoyed all this so much, that I almost wish I had retired sooner, and I do hope that those who are contemplating the step will take heart, and be ready to appreciate the unexpected and pleasant things that will come their way when they have retired—with a pension.

Seniors Select, Buy Library Books on "Budget of Power"

In working toward better citizenship in the schools of the country, the classroom becomes a laboratory for the community and the community a laboratory for the nation.

An example of this type of "Laboratory Practice" took place at the Columbia High School, South Orange, N.J., where twelfth-grade students accepted a specific "budget of power" from the school librarians and administration. The student group was chartered to spend a certain amount of money for the purchase of books for the school library on the condition that they should satisfy the tastes of the entire student body in making their selection.

The class split up into committees to carry out the various parts of the Laboratory Practice. One group made up a questionnaire listing reading tastes and recommendations for additions to the existing collection of books and had it filled out by every student in the school. Another group drew up lists of criteria from which a screening process for selection of books could be formulated. Another

group visited the libraries of schools in neighboring communities and determined the patterns of book collection as well as frequency of use there. Still another group worked with the public library and determined how the "taxpayer's dollar" was spent for books, pamphlets, records, and magazines.

Finally, all the committees came together, made joint reports, and chose from the list of books suggested by the student body as many as they could buy within the amount of money allotted to them. The books were bought, unpacked, shelved, and catalogued by the students; and, after they were placed in the library, the students prepared short reviews to be delivered orally in a free period to any students who cared to attend.

The reviews were well attended, some of the titles selected developed long waiting lists, and all were in brisk circulation. The school librarians liked the project so well that they expressed a desire to have it repeated next year.—DAVID D. HUME in *The English Journal*.

STUDY DAY: *The Wednesday program at Central High in Trenton*

Students Set Their Own Tasks

By
CHARLES A. HOGAN

ON WEDNESDAYS there are no scheduled recitations in Trenton, N. J., Central High School. Teachers are in their rooms to give individual and group assistance as asked for by pupils coming into their rooms. Other teachers are on buses, collecting groups of students who will travel to New York to see a play—as part of the English program; still others will be traveling with pupils to visit places of industry and government in the community. Philadelphia and Princeton will be invaded by student groups seeking first-hand knowledge of some scientific undertaking.

There is not, however, a complete exodus. There is a movement into the school made up of prominent civic and professional leaders who have come to discuss local problems or the qualifications and emoluments of different professions. There is sometimes a touch of glamor when a motion-picture star or an attractive fashion model appears in connection with some phase of the school program.

Wednesday, known as the Study Day, is not as unorthodox as it may first appear. There is serious, reflective study, pursued with an interest to delight the heart of the academic schoolmaster. For instance, the pupil who has a weakness or a special interest in a subject like geometry or Latin may settle down, if he chooses, to a full day of supervised study and discussion of the subject.

The Study Day is the result of fifteen years of experimentation. It is a novel undertaking by which one large secondary school endeavored to develop a program to meet some of the needs of youth under

public-school conditions. The idea of the program and its organization were originally borrowed from schools organized on the Dalton Plan. Miss Helen Parkhurst, the originator of the plan, said at the time of the Dalton Plan experiment: "We want teachers with original ways sufficient to answer the needs of each individual. Let us free them from the yoke of method and system and make it possible for them to use their own good judgment."

This freeing process is the essential contribution of the Dalton Plan to the Study Day program. In the following ways the Study Day at Trenton High School has differed from the original concept of the Dalton Plan:

1. In Trenton's Study Day only one day a week is set aside. In the typical Dalton School at least three days a week are organized in this manner, and the other two are used for scheduled conferences.

2. The Dalton Plan places its emphasis upon a contract for subject-matter learning. It excludes consideration of social activities and social learning. The Study Day as it is developed in Trenton makes wide provision for pupil experiences in the community and for social learning.

3. The Study Day program does not deal with subject-matter *per se*. Although it has a relationship to the usual subject matter, it is approached in a new manner. The teacher, in cooperation with the learners and in light of specific objectives, selects from many available experiences and materials whatever is necessary to meet changing conditions and opportunities, and to adapt the program to meet the changing interests and needs of the group.

Purposes of the Study Day

Trenton High School can find its counterpart in any large high school in an industrial community. It was once solely an academic high school with high scholastic

standards and excellent reputation. The composition of the student body changed until only about fifteen per cent of the graduates sought college admission. For the other eighty-five per cent of the students, graduation from high-school was a terminal point. The need for a change in the high-school program was manifest to the professional educator, conversant with the nature of the student body and community conditions. Three factors, however, prevented outright change in the curriculum:

1. The large size of the school building and its construction were not conveniently adaptable to a radically different program.

2. The philosophy of the greater part of the faculty was not conducive to widespread curriculum change.

3. The traditionalism of a sector of public opinion which influenced school policies did not favor a sharp departure from the school program then offered.

The Study Day was launched in 1936 after a brief period of orientation for both faculty and students. Under the direction of Dr. Paul R. Spencer, a new principal of the high school, the Study Day was accepted warily by the public with a "wait-and-see" attitude. Since it involved only one day of the school week, it did not threaten the status or security of those members of the faculty whose philosophy and practice were geared to the subject-matter curriculum. Parents of those students who were seeking college entrance saw in the program an opportunity for their children to get help on specific subject-matter weaknesses. The purposes of the day, however, embraced more than the idea of providing time for the inculcation of subject matter. They have been as follows:

1. To provide a simple and economical reorganization of the school machinery which will permit a heretofore traditional school to function as a truly living community, without immediately necessitating a radical change in the curriculum.

2. To give all students an opportunity to

learn by the scientific method of investigating and discovering for themselves.

3. To reduce subject antipathies which are usually identified with subject weaknesses by readjusting the time schedule to permit the individual to devote more time to a particular obstacle.

4. To enable college-preparatory students to have experience vital for success in college—namely, planning their work schedule, and to bring to these students the benefits of the larger objectives of general education.

5. To provide a suitable environment outside of the classroom for cooperative action and work and at the same time provide for student differences.

6. To stimulate widespread and intensive study of significant problems of personal and community living.

7. To make available to the classroom teacher and all others who deal with learning the use of new and additional types of instructional material and services.

8. To integrate all of the school experiences of each individual in such a manner as to promote the maximum growth of all.

Description of the Study Day

Our Study Day program as it operates today is the result of fifteen years of ex-

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The Study Day plan of Central High School, Trenton, N. J., has been developed to its present efficiency over a period of the past 15 years. In brief, every Wednesday the students are on their own all day—to the extent that they make their own plan of working on the subjects they take, and follow it through to the end of the day. Dr. Hogan explains the details, and tells why he considers the idea especially valuable for a large school. He teaches in the school.

perience. Any school seeking to adopt it will perforce make changes and adaptations according to circumstances. In Trenton High School the day may be described in the following ten aspects:

1. No scheduled recitations are held on Wednesday. All teachers, except those involved in special activities, are in their rooms to give individual and group assistance as asked for by pupils coming into their rooms.

2. Assignments are made in large units. The minimum assignment is a weekly one made on Thursdays. The assignments are made in this manner in order to enable the student to have the experience of planning and budgeting his work.

3. On Wednesday the pupil first goes to his homeroom in the morning and there makes out a card showing his work schedule for the day. On the card, he lists for each period of the day what he plans to do. Pupils who have passed all subjects in the previous quarter (ten weeks) are entirely free to make their own schedules. A pupil who has received a mark of D in any subject is required to have the homeroom teacher's signature of approval on the program he chooses.

4. A pupil who has failed any subject is required to carry a green card, and must spend, if possible, two periods with the teacher with whom he failed.

5. If a pupil schedules himself to work with a teacher, he must stay there for a full period. He may, however, schedule himself for as many periods as he chooses.

6. After the homeroom period, the pupil follows his schedule, and at the end of each period his card is signed by the teacher under whom he has been working, to indicate that he has been present.

7. At the end of the day, the pupil returns to his homeroom and leaves his card with his homeroom teacher.

8. Throughout the school week, pupils and teachers and any school organization

desiring to schedule special activities on Study Day present their requested programs to the vice-principal in charge of the administration of Study Day. On Tuesday mornings, a mimeographed Study-Day bulletin listing all special activities which are to occur on the following day is submitted to the students through the homerooms. This bulletin is read and discussed with the pupils, who then decide what special activities they wish to participate in on Study Day.

9. If a pupil discovers that a class which he has scheduled is crowded and the teacher in charge feels that he cannot be accommodated, the teacher signs the back of the card with the time that the pupil has left his room and affixes his signature. The pupil is then free to schedule himself for another class or special activity. If the pupil has a green card, indicating that he has failed in that particular subject, he is given priority over other students and is provided for in the classroom. Teachers who have taken pupils on trips collect the cards at the end of the trip and deliver them to the homeroom teacher the following day.

10. All teachers sign the pupils' Study Day cards in ink and with full signature. The use of initials and rubber stamps has invited Study Day violations. Homeroom teachers are instructed to send to the vice-principal in charge of the Study Day all cards about which there is a suspicion of forgery.

Administration of Attendance

Although the Study Day permits the student great freedom in scheduling his classes and taking trips, the administration of the day maintains a policy of attendance checking to meet the requirements of law and to prevent abuses. The Study Day is organized so that the pupil is required to report to his homeroom teacher at the beginning of the school day to make out a contract for the day's program. This con-

tract is in the form of a Study Day card. It is at this time that the attendance is taken by the homeroom teacher. At the end of the school day, the pupil returns his card to the homeroom teacher, with the signatures of members of the faculty who have had him under their supervision during various periods of the day. The absence of a teacher's signature during any part of the contracted program is considered a violation of the rules of Study Day, and is investigated on the assumption that the pupil has cut a part of his program.

Results of the Study-Day Program

During the fifteen years that the Study Day has operated in Trenton High School there has been a sharp change in philosophy, from one of traditionalism to one based upon tested learning and experience. This change, like many others, cannot be isolated and attributed to the Study Day experiment, but it is coincident with it.

The Study Day has provided a favorable atmosphere for gradual change in thinking and practice. It provides time within the school day for cooperative study of curriculum problems and gives provocative material for discussion and study. It involves pupils in cooperative curriculum development. To a degree, the Study Day as it now functions has given the pupils experience in making their own curriculums. As a result of their self-selection of experiences, they appreciate more than the typical student body that the individual learns only what he selects and accepts.

Educators working on problems of curriculum development have come to ask themselves many questions: What are the significant learning experiences? How much time should be devoted by the teaching staff to curriculum improvement?

The large secondary school finds itself greatly handicapped in these problems. Size alone produces inertia and crystallization that make the initiation of change a herculean task. Too frequently the recommended programs of curriculum development are of salutary value to schools whose size permits relatively easy reorganization of programs, but are not feasible in large high schools. To find a suitable vehicle to promote curriculum change and to answer the questions involved in such change, the Study Day was initiated in Trenton Central High School fifteen years ago. After fifteen years of constant, evolving change and experience with the Study Day, there has come into being the most serious threat which can attend any change: it, too, may become a crystallization.

The administration of the Day must be ever alerted to the involvement of pupils and teachers in research and evaluation that will contribute to greater shared responsibility for its nature and direction. Otherwise there looms the great danger that the experiment itself may become crystallized, permitting the school which uses it to settle down to a fixed, unchanging, inadequate program behind the façade of a speciously experimental device: the Study Day.

Shift of Emphasis

Many English teachers tell me that children show little interest in learning to read because they come from families in which reading is considered unimportant. Contact with the outside world for these families comes through television, radio, movies, and comic magazines.

Here, perhaps, you will find an answer to one

of the questions: Should English teachers pay any attention to movies, television, and radio? Perhaps we should ask, "Can we afford to neglect them?" If we don't find a way to take them into the curriculum, we may find that English as a subject has become outmoded.—WILLIAM D. BOUTWELL in *The English Journal*.

Our Missing 3RD INGREDIENT

By
ROBERT LASERTE

IF WE conceive of democratic government as having the three structural branches first outlined in Baron Montesquieu's *Spirit of the Laws* in 1748, we know that one branch is definitely lacking as far as public educational structure in the United States is concerned.

The school board is the legislative branch of the structure. The superintendent and the school staff constitute the executive branch. The judicial or evaluative branch is missing at present as a conscious part of the structure. We need to recognize that the judiciary function is not to override administrators or school boards with implications of guilt. Rather, educational advisory councils can offer sound appraisal to promote integration and improvement in the public schools.

According to Webster, judicial means: "disposed to form or pass judgment, critical, exercising, involving, or relative to judgment." To be sure, the citizenry is always willing to form and pass judgments on schools. Unfortunately, there are too many Pasadena incidents at the present time, when unwarranted, unguided, and inadequate evaluation can place a public-school system on the verge of ruin. Opinionated pedants as well as politically-minded school boards are not the groups who would willingly acknowledge the necessity of recognizing the judiciary function in education by including citizen educational advisory groups as a part of educational structure.

Yet, even early Massachusetts school law recognized the necessity of evaluation. The Massachusetts School Law of 1642 required

*Local educational
advisory councils*

that the "select men of everie town" should "have a vigilant eye over their bretheren and neighbors" to see to it that they taught the children of the Colony to read, have knowledge of the capital laws, and secure religious instruction. Early 17th and 18th-century citizen visiting committees did take this advisory and evaluative function seriously, although many times their visits were detrimental to progress. In 1749, Benjamin Franklin's "Proposals Relating to the Education of Youth in Pennsylvania" stated that a lay advisory committee could evaluate and offer constructive suggestions for his Academy.

In 1827, the Massachusetts General Court required towns having school districts to choose a prudential or evaluation committee for each district. In 1817, Thomas Jefferson drew up a bill for establishing a system of public education in Virginia, deriving many of his ideas from New England. Section 3 of this proposed bill (which was never enacted) required the attendance of every "free white male citizen of full age, resident within the ward" at school ward meetings. Of course, these Massachusetts and Virginia measures had elements of localism that are not desirable today. However, they did consciously recognize the importance of the judiciary function in educational structure.

The most widespread example of conscious recognition of the judiciary function in 19th-century public education was the founding of the first branch of the American Lyceum in Millbury, Mass., in 1826. This movement mushroomed from local to fed-

erated county, state, and national associations, and even a projected international organization by 1839. One major function of the lyceums was to study curriculums, textbooks, and teaching methods. The agenda of the National Lyceum meeting in New York City in May of 1831 included discussions by citizens and professionals of teaching methods and also the scope of school curriculums. The lyceums failed by the time of the Civil War because of lack of adequate objectives, established lines of communication, adequate cooperation, and adequate financing.

The National Congress of Parents and Teachers had its initial inception in 1894 by Phoebe A. Hearst. The PTA is doing a great deal as an interpretive and service organization. Unfortunately, too often the PTA acts only in providing services that are actually legitimate claims on community resources. PTA groups are organized without any sanction from local school boards, who as non-participants often regard them as pressure groups. As interpretive groups they can do little in active policy formation or evaluation.

After World War I, community councils developed throughout the United States to improve community life, including schools. Unfortunately, schools have played a secondary role in these councils. Agencies that have served schools much better have been the educational advisory councils. These have flourished throughout the country for the past decade.

However, there has not been enough attention paid to the part played by advisory councils in the educational structure as the *judiciary function*. If the councils are to evaluate, there must be wide representation of all segments of the community. The school board must approve and recognize the councils. They must approve of the representation, which should include professional and other staff members, students, representative parents and citizens,

as well as school-board representation on an *ex-officio* basis. Educational advisory councils should be unique in structure and not a part of community councils or other civic groups.

Of course, it is hoped that some day these councils may be organized on a federated basis, relating the local area to the county, to the state, to the nation, and the nation to the world. This is not a wild dream. The precedent was the nearly formed world lyceum of a century ago. Prior to World War II, educational advisory groups existed in many of the democratic countries of Western Europe. Unesco has the necessary structure to accommodate such democratic groups.

Once school boards recognize educational advisory councils as the judicial part of the educational structure, the councils should define objectives, take inventory of the school situation, evaluate the schools, and arrive at clear-cut recommendations. Professionals, students, and the community-at-large should serve as resource personnel. There should be much of the give and take of group dynamics, wherein committees balanced with laymen, professionals, and students deal with concrete problems through a wide variety of activities. A dynamic and integral method of procedure should be accompanied by an evaluation

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As democratic structures, says Mr. Laserte, our local school systems are like three-legged stools with one leg missing. As he sees the blueprint, democratic school government should have three branches: Legislative—the school board; Executive—superintendent and school staff; Judicial—an educational advisory or evaluative council. This last is the missing leg of our educational stool, about which he writes. He is guidance director of Leominster, Mass., High School.

of a wide variety of problems and policies.

These should include problems relating to professional, staff, and pupil personnel. The councils can deal with state and federal policies relating to local education. They can evaluate the scope, content, and methods of the educational program. They can evaluate problems of school plant, maintenance, and expansion. They can evaluate such auxiliary services as school cafeterias and transportation. They can evaluate finances, including problems of support and the budget.

Finally, the educational advisory council should treat its findings as advisory recommendations to the board of education or educational authority. These recommendations should have ample publicity and the council should be in continuous operation.

Thus, a wise and discreet educational advisory council through its judiciary func-

tion can strengthen American public education. This results in greater community support and shared responsibility for school programs. Educational advisory councils can increase the vision of all affected by the educational process by making far more realistic programs of education for the whole child reacting to a total environment, whether in the kindergarten or state university.

If educational advisory councils adhere to the judiciary function in the future by having trained professionals, abreast of educational advancements, interested students, and open-minded laymen willing to take courageous action, they can continue to help in evaluating the objectives and methods of education. Unevaluated criticism and callous indifference have too often constituted the judiciary function for American public schools in the past.



Recently They Said:

Why Merit Rating Doesn't Work

When Professor A. S. Barr first came to the University of Wisconsin, he conducted an experiment for a group of 100 Wisconsin principals and superintendents of schools. He gave them the opportunity to watch an excellent teacher teach two 50-minute class periods and then asked them to evaluate her work.

"Of the usable returns, 13 said she was the best teacher they had ever seen in operation; 13 said she was the poorest; and the rest of the replies fell between these extremes," said Professor Barr.—*The American Teacher*.

Retired but Remembered

Orchids to Hackensack's Education Association for its consideration for its retired members. As each teacher or nurse retires, he receives an honorary life membership card; an up-to-date list of addresses of retired members is mimeographed each year, posted in each building, and sent to each person on the list. Each member is annually remembered with a Christmas card and there is an

annual tea for retired members plus two representatives from each school.—*New Jersey Educational Review*.

It Sets the Tone

The auditorium assembly creates an atmosphere which permeates the entire school; and it takes so little to make the difference between a good assembly and a bad one.—O. H. SCHAAF in *Ohio Schools*.

Lever to Move World

The best method for arousing people to democratic action is to get them to dig out the facts for themselves. A public hardened to the endless downpour of commercial advertising and political propaganda is not much affected nowadays by more leaflets, posters, radio talks, or good-will meetings. The discovery of the social power of self-directed, cooperative fact-finding, in its potential contribution to strengthening democracy, ranks higher than the discovery of atomic energy.—GOODWIN WATSON in *American Unity*.

“Scientific Picnic”:

Miss Coombs and Her Saturday Carful

By M. SANDFORD COOMBS

FRIDAY AFTERNOON and the classes disrupting down the stairs. Teachers at strategic points intoning the perennial “Good night.” “Good night.” “Take that hat off.” “Good night.” “In line, please.” “Good night.” “Good night.”

Several times as boys passed an unconventional farewell was tossed me:

“Seven o'clock, Miss Coombs.”
“Front of Sawanhaka.”
“We'll be there.”
“I will, he's too lazy.”
“No mustard.”

Saturday morning, glaring at the alarm clock, stumbling around to get my breakfast, to make cocoa for the double-quart thermos kit, and to reduce my apartment to at least surface order. Then the soft, clear light of an early May morning as I pull up in front of the high school, where five highly mobile eighth-grade boys descended on my car. It was turmoil until we had stowed lunch boxes, collecting kits, cameras, and extra sweaters in the trunk. Then I arbitrarily ordered three of them into the skimpy back seat of my 1940 coupe, settled the other two in front, reiterated what they already knew, that every twenty miles the two in front would change with two from the back, and we were off.

Two of them were veterans of earlier trips and as such took great pride in informing their comrades of the etiquette inherent to a “scientific picnic.” Which information was of course received with great contempt—and thoroughly and promptly acted upon. For example:

“No you don't! Miss Coombs don't let us. Miss Coombs, where's the junk bag? There

it is under your feet, you great boob. We can't throw nothing out of the window, not even a gum wrapper. She won't let us.” Whereupon the paper bag (largest and sturdiest of its kind from Bohack's) began its rounds, with all sort of additions and subtractions.

Long Island is long and our destination, despite several after-school conferences, was in doubt. Bob was all for Three Mile Harbor.

“You know we found rosy quartz there, Miss Coombs. It wasn't too good but it was rosy quartz.”

“Shut up, you and your quartz. We want Hither Hills. There's swings there.”

“The old auto museum—”

“We said Montauk—”

“It's too far—”

“Baloney, it's Daylight Saving—”

“My grandmother lives at Rocky Point—”

“What of it?”

“Remember a trip one time took samples of sand every fifteen miles? Why can't we do that? They got magnetic sand and garnetiferous—”

“You and your big words! That's no fun.”

By this time we were on Southern State Parkway and I felt it time to interfere.

“Listen, *please*. We can do a good bit of it if you will all compromise. Not Rocky Point, Henry, that is the wrong side of the Island, and the auto museum is way off our route. But we can get to Three Mile Harbor by ten-thirty and put in an hour—only an hour, Bob—hunting stones. It's only a scant hour from there to Hither Hills—remember I told you you were sure to see the red-winged blackbirds there—and we

will be so hungry lunch will be extra good."

"I didn't put no mustard on, Miss Coombs."

"Then by two or maybe earlier we'll set out for Montauk."

"Go over the roads with the bumps so we'll feel funny."

"Stay there 'till four-thirty, then start home."

This being what we had practically settled on anyway, everyone calmed down, the old timers instructing the neophytes, "See them icicles hanging down them bridges? It's like caves, stal—you know, anyway, lime, and it dissolves because of CO₂ in the air—"

"Aw, shut up. Let's look for birds."

"We're going too fast."

(It was about a forty-mile-an-hour clip.)

"There's Belmont State Park. Lookit the swans."

"And ducks. Slow down, Miss Coombs, there's a mallard."

So on and on, out to Route 27, past the duck farms ("Phew, don't breathe."), past Mastic, Speonk, the Hamptons, finally turning near East Hampton wind mill ("That's not open so early and they don't like too many smart guys goin' through at the same time.").

By this time everyone, though he had shifted his seat twice, was cramped, restless, and eager for the feel of solid ground. As I eased up at the end of a small side road they were out of the car, racing here and there, wrestling and shouting, a bunch of exuberant puppies. I sat down on a stone and waited; by this time I have learned that their interests will come to the surface once the froth of excess energy has been tossed away. Soon Henry dug into the car, unearthed my binoculars, signaled for my sanction, and prowled off in the woodland alert for bird life. Bob and one of the new boys were poking among the stones, bent half double, yelling at and disagreeing with each other. Another was comparing my tiny flower guide with some yellow blooms, and

the fifth disconsolately skipped flat pebbles out to sea. That needed action. So I strolled to the water's edge, assumed a hairpin position, and asked if he could help me find some Irish moss.

"What's that?" he questioned listlessly.

Before I could answer Bob was upon us. "Pudding moss," he shouted, "pudding moss. Miss Coombs *always* wants pudding moss. Well, Irish moss, then. But she makes puddings out of it. Here, see, it's *this* and she makes puddings."

By this time the whole group was about us, gazing scornfully at the bit of sea flora. "Pudding, out of that?" "Ugh, I wouldn't eat any." "Say, is he kidding?" "You don't make nothing out o' nothing."

I assured them I could and did, and would make some for them and bring it to school (Bob and Henry exuding superior and previous knowledge), and in the meantime I would be glad of what they could pick up, though probably there would be much more at Montauk.

Bob went back to his stones, Edward was discovering chickweed, and Henry was moaning the fact that he didn't know which thrush it was and maybe it was a brown thrasher, anyway. Our hour was about up. As I gathered breath to call them together Bob and his companion came tearing over the slippery, stoney slope, utterly disregarding the chance of a twisted ankle. Their voices soared high with occasional strangled breaks.

"Cairngorm, Miss Coombs, clear cairngorm. I busted it open. It's clear, it's black, I knew we'd find something. It's cutting quality, isn't it? That man up to your home he can cut it, can't he? We can give our mothers pendants for Christmas like the kind you have. It's almost flawless, lookit, lookit, lookit."

(In parenthesis—it was of cutting quality, they did get the pendants, and they have never got over the marvel of it.)

Back in the car, yells of the fear of im-

minent starvation rending the air, we scooted on to Hither Hills. A table on the bluff was preempted, the lunch snatched from the trunk and spread out before I, with my double thermos and set of cups, had begun to climb the path. Two boys swooped down, relieved me of my burden, and levitated me to the table. Set out on a paper bag at a vacant place was a mighty feast.

"Us three was sandwiches."

"There's a whole box of cookies."

"I got you an orange and two bananas."

"There ain't no mustard on the ham."

"My mother, she didn't make 'em thick enough, so I made yours."

"Lookit! Cocoa! Hey, guys, pass them cups."

Blue sky and white clouds, appetites, never meager, sharpened by sea air and exercise, we ate and fooled, compared mineral specimens, discussed Henry's thrush, told Edward he'd "oughta a knowed chickweed," until suddenly they threw their sandwich papers in the garbage can (not without pointed remarks on my fussiness) and whooped down to the beach to chase the waves and revel in the joy of living where there was room to express it in true adolescent fashion.

But finally we were in the car again, taking the older, longer road to the point. Every "thank you marm" was greeted with exultant yells, every vista of sea exclaimed upon.

Montauk State Park is just right for young naturalists. Large enough, with swamps where you find water birds, with bayberry and wild roses, with rocky cliffs where you can risk your neck, rocky shores where you can discard your shoes and go slithering and slipping around, "pudding moss" galore to stuff in Miss Coombs' coat pockets till they bulge wetly, and above all the lighthouse. That day it was open, and after a few pungent remarks by the Coast Guard attendant, we climbed the tower.

The wind at the top was fierce and strong and I longed to stay inside. But Bob and Edward shepherded me out onto the half-enclosed platform, each holding a hand with firm care. Down again (I hate descending spiral stairs), and it was time to go.

But first they had to eat the left-overs from lunch and proudly exhibit, compare, and inquire about their stones, their flowers, their specimens. The silent stone skimmer had gotten his bottles of sand and had actually procured both the magnetic and garnetiferous. The others regarded him respectfully. At four-thirty, sunburned and leg weary, all of us a little on the pugnacious side, we started the long trek back. Soon they were harmonizing (I have no ear for music so maybe it was discording—it sounded so to me) with all the vigor they possessed. A stop for cokes and cookies, another for gas, and the steadily westering sun nagging my eyes. The day was almost over.

Then Bob and Henry began a low-voiced argument, stressing something to the others, that ended in an abnormally tentative and courteous "Miss Coombs?"

"Yes," I said.

"The other guys they don't know, but we do, you know, about the farm and the horse and the one about the Indians killin' the guys."

Why, oh why, did I ever start that? But

EDITOR'S NOTE

Miss Coombs teaches eighth-grade science. And on many Saturdays it is her pleasure to fill her car with students (capacity Miss C. and five medium-sized adolescents) and set out upon a "scientific picnic." They spend the day rambling about Long Island, observing and collecting specimens. This is an account of the scientific and unscientific moments of a recent trip. The author teaches in Belmont Blvd. School, Elmont, L. I., N. Y.

I have an ace in the hole. Maybe I can make it work.

"Why, yes, but it will have to be fifty, fifty."

"Sure, come on all you guys, we'll go first, all together now, 'Aye, *tear her tat-*'" and they are off on a group rendition of *Old Ironsides*. Then a flattering lessening of commotion lets me tell about *Kentucky Belle*. So we go, alternating, till we are within forty miles of home. Here the stamping ground is familiar enough for an exchange of "We came here one time." "My aunt she lives off *that* road over *there* a couple of miles." "How much longer, Miss Coombs? I'm tired." "We got some swell

specimens, I hope my mother lets me keep mine." "My father says the parkways don't go far enough." "We turn off when we get to the next road." "So will she, you dope, it's Franklin Avenue."

Sunset and another Saturday over. The boys are safely home. "Thank you, Miss Coombs." "Thanks, it was swell." "Thanks." "Goodby, see you Monday." "Thanks."

The car is a mess, I feel like a rag, some one has lost the top of one of the thermoses, and some one else has stuffed dripping Irish moss into the glove compartment, the car has developed a new rattle and I have indigestion. Was it worth it? You bet it was!

* * *

Findings

* * *

ASSEMBLY ROOMS: About 27% of Utah high schools need larger assembly rooms, as they cannot seat their students in one group for programs, says J. Robert Gillis in *School Activities*, reporting a study covering 85% of Utah's high schools. Some 47% of the schools have difficulties because of the poor acoustical properties of their assembly rooms. Only 29% of the schools have fire alarm systems in their assembly rooms, as recommended by the National Board of Fire Underwriters. Adequate assembly programs cannot be given in 50% of the schools because of lack of sufficient stage equipment. In many high schools, apparently, "the show goes on" under handicaps.

MUSIC FOR STUDY: Students apparently work better in study hall when background music is provided, reports Jody C. Hall in *Journal of Educational Research*. Mr. Hall used 245 unselected students of Sherman, Tex., High School. At different periods of the day, he gave his groups one form of a reading test with background music and an alternate form without music. On the form

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EDITOR'S NOTE: *Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.*

given with music there was an over-all increase in score of 2.37% over the results on the form given without music.

But in detail: music helped to increase the boys' scores 3 times as much as those of the girls; students in the lowest quartile in intelligence responded better to music than did those in the other 3 quartiles; and music was most effective in the "settling down" periods of the school day—the first period and the one following the lunch hour.

PLEASED PARENTS: Only 2% of the parents of pupils in the Jacksonville, Ill., Public Schools are dissatisfied with the local schools, according to the results of a 44-item questionnaire sent to all of the parents, reports *Illinois Education*. Some 83% said they were "satisfied" or "very well satisfied" with the local schools, 13% were "half" satisfied, and 2% had no opinion. Since it is impossible to please everybody, Jacksonville teachers felt good about the results.

Asked what they would like to have the schools emphasize more, the parents showed more concern for four other matters than they did about the Three R's: 59% wanted more attention given to teaching children to get along with others; 53% wanted more teaching on the wise use of money; 48% suggested more help on choice of life work and preparation for it; and 38% favored more religious education. Some 2% of the parents felt that very little of what the schools taught would be of any use in everyday life.

The Case of KEN WOODRUFF

*The boy who was all
"audio" and no "visual"*

By
BEARNICE SKEEN and NEIL JOHNSTON

KEN WOODRUFF just wasn't learning to read. Day after day his third-grade teacher gave him individual work and pushed him as hard as she could. Everyone was unhappy, his mother, his teacher, and Ken. A re-check of Ken's eyes indicated that he had a tendency toward near-sightedness in one eye and a tendency toward farsightedness in the other eye. Did this explain why he tried to cover one eye when he read? Was that why he wasn't learning to read?

Ken was hustled to the best eye-man in town, who prescribed glasses and a patch over one eye to make Ken learn to use the other eye. Ken, looking like a miniature pirate, seemed to be the envy of the other children for this distinction. This difference gave him an explanation for his inadequacy in reading. Then, came the blow! Ken still did not learn to read either faster or better. His spelling was still "just awful," as his father remarked. His mother bewailed the cost of the glasses. His teacher was confused and nonplussed.

Ken just couldn't seem to remember words. However, he seemed to remember discussions and radio programs. The Monroe-Sherman test¹ was administered. It was discovered that Ken was above average in auditory memory and auditory discrimination but very low in visual memory, both of letters and of figures. The problem of teaching Ken to read print then became one of building his visual memory of words and phrases. For three years, off and on,

teachers worked with Ken. He moved to junior high school, still reading poorly, unhappy, discouraged, belligerent toward a society that seemingly had let him down. His teachers continued to be puzzled over how to make printed symbols something that Ken recognized as readily as he recognized his mother and father. How do you help a boy who apparently has little visual memory for words in print?

During Ken's second year in junior high a graduate student in education began to work with Ken. The first contact with Ken was literally packed with bits of information which seemed to fit into a pattern. When the graduate student stopped in the junior-high-school office to see the principal about the boy, he learned that Ken would be there, "in about one minute." The principal had sent for him for a disciplinary matter, and a three-way conference was soon in session.

"What have I done this time?" Ken asked in a tone of voice which showed a remarkable familiarity with the principal's office. These disciplinary meetings were evidently a usual occurrence.

"Oh—not as much as usual," remarked Miss B., the principal. "You were just absent for about a week, and the excuse seems to be that you went hunting. And," she said further, "you are three weeks behind in turning in your math papers. And" (louder) "those you have turned in are all F's. And," (louder yet) "I'm wondering when you are going to take school seriously."

The sudden silence that "rang in our ears" was again broken by Miss B. In a softer tone she said, "Mr. J. will work with

¹ Marion Monroe and Eva Edith Sherman. "Group Diagnostic Reading Aptitude and Achievement Tests." C. H. Nevins Printing Co., 1939.

you now for a couple of months and see if we can help you in your reading." What Ken said was "Okay! When can we start?" What he thought, if the truth were known, was probably, "Aw! another one of those!" A date was set for our next meeting.

Ken is a big boy now, and in the eighth grade. He is slightly plump, blue-eyed, and well mannered. He seems good-natured about his problem but somewhat bewildered because he knows and understands the things he hears, just like other children, but cannot read or write. He says that he wants to learn to read and write, and truly he does, but as with all retarded readers, the frustrations caused by years of no success add a considerable amount of difficulty to his problem.

After Ken had left, Miss B. burst forth, "I certainly hope you will be able to help Ken! The parents are disappointed and unreasonable; the teachers are disgusted; and I have more important things to do besides hauling him into the office every two or three days. I've put him on Traffic-Patrol, and he does all right there, but the teachers insist that he doesn't deserve to be on it. And the only thing that's wrong is that his dad needles him so much the kid is scared to do anything."

A study of Ken's records was made and his teachers interviewed. His homeroom teacher, who was also his math teacher, was the first of his teachers to be consulted.

"He's always been pampered," she said, "and he believes that he doesn't have to work. He never has been failed before and he just assumes that he won't be, but he's wrong! I am going to fail him in math this report period and nobody's going to talk me out of it."

So Ken has never failed! Well! It depends upon one's interpretation of the word "failed." Does Ken know that he hasn't failed? He certainly knows that he has failed his parents. He is aware that he has failed his teachers. With all certainty he

knows that he has failed himself—failed to gain the approval of his peers in all activities involving reading and writing. And Ken hasn't failed! It's true he hasn't failed to feel the sting of caustic insinuations; hasn't failed to feel the sting of sarcasm and cutting wit of his peers; hasn't failed to feel the burning awareness of his parents' disappointment. Yes, we reiterate, Ken hasn't failed!

Ken's core teacher gave an interesting account. He had Ken three periods each day, and had much more opportunity to study him than his other teachers.

"Ken is a smart boy," the core teacher said. "He enters all class discussions, and always has much to contribute. If I give him an oral test, he consistently rates high; if he has to read or write, he invariably fails. This shows that something is haywire and I hope we can find what it is."

These remarks seemed to agree with Ken's records. His visual memory for printed symbols was almost nil, as he consistently fell at or below the tenth percentile in the Monroe-Sherman Test. This was surely a very significant factor. It seemed reasonable to assume that if a person cannot remember written letters and forms, his ability to learn to read print by the usual methods will be seriously hindered. Hence a different approach must be made.

The records revealed that Ken was of normal intelligence. This fact was further substantiated by the use of the S.R.A. non-verbal test of general ability.²

The building of rapport was considered to be of utmost importance, and the first meeting was used primarily for this purpose. Ken was made aware of some of the points in the diagnosis, and work was started. For almost a week several things were tried in an attempt to "feel" the way. Some of these probings included drill on

² Robert N. McMurray and Joseph E. King, "S.R.A. Non-Verbal, Form A." Science Research Associates, Chicago, 1947.

words and phrases via the tachistoscope, use of his spelling workbook, use of his mathematics book, reading a book of high-interest but low-vocabulary level, and use of a low-vocabulary level pamphlet from the U.S. Soil Conservation Service. These probings were valuable chiefly in pointing out methods that didn't work.

Early in the work a theory was established that if it were possible to connect his high auditory memory to his kinesthetic memory, and do so at a high level of consciousness, there might be a transfer to a visual memory for printed words. That is to say, if he could be made to feel a word as he heard the word, see the word as he felt it and heard it, he might be able to feel and/or hear the word as he saw it in another setting, thus learning the word as a visual symbol, and in the long run, learning to read.

During the second week Ken's core teacher assigned reports in connection with a transportation unit. This proved to be the thing that hit the spot. Ken began to type his report on the "Piston Engine," and it went like this:

Ken (Typing): "Man wood be poot. . ."

Ken: How do you spell back?

Instructor: B-a-c-k—how are we doing? (He looks at the paper in the typewriter)

Would is spelled w-o-u-l-d.

Ken: Okay. I'll practice it. (He types it about five times, then closes his eyes and types it again twice, once right and once wrong.)

This gave a glimpse of light, so this is what was tried. A new piece of paper was put in the machine and Ken was instructed to begin the sentence again, saying the words as he typed them. Ken started to type with confidence.

Ken (Typing): Man would be—

Instructor: Stop! How do you spell put?

Ken: P—ugh p-e-r-pot.

EDITOR'S NOTE

"Ken Woodruff" is the fictitious name that the authors have given to an actual junior-high-school student. They became "intensely interested in Ken because of the severity of his handicap in reading, which is in strong contrast to his listening ability and oral language ability." They believe that many CLEARING HOUSE readers may have students like Ken in their classes, and want to tell what they learned in working with him. Mrs. Skeen is supervisor of special education in Western Washington College of Education at Bellingham, and Mr. Johnston is a graduate student in the college.

The paper was slipped from the machine and replaced with a new piece of scratch paper. *Put* was then typed for him, and he typed it correctly and said *put*. After he had typed it about twenty times, the scratch paper was rolled up and on the bottom, with eyes closed, Ken typed *put*. The good paper was returned to the machine and Ken read, "Man would be—put—back." He had typed the word in its sentence context, and whether by accident or not, his next word, *back*, was spelled right. But he was stuck again.

"How do you spell two hundred?"

As before, his good paper was removed and he worked on scratch paper with the word *two* and later, in the same manner, with the word *hundred*. At first, he would say the word and spell it as he typed it. Later, after a few times and after he began to feel the word, he would say it and type it without spelling it. He would then, as before, roll the words out of sight and again type it twice correctly. Returning his good paper to the machine, he typed the word in the sentence context.

Each day, Ken would start from the beginning on a clean sheet of paper. This was to check on the words he had forgotten,

and he would always forget a few. The process already described was repeated on those words. At the end of the term (about thirty days later) he had written and could read his report of approximately a hundred words. This, for Ken, was phenomenal success.

How successful, really, was this technique? Had Ken's visual memory for printed words grown? Would he be able to read different material with the same words? It was impossible to make a check on this because Ken moved away to another state. It can be said, however, that Ken's

skill in typing increased; his ability to spell the words used in the report was greatly improved; his attitude toward his own problem seemed easier; and he had achieved one success before his peers in an academic experience.

More evidence is needed to determine whether this method of teaching a child with low visual memory for printed symbols has value. Many readers will recognize this as a modification of Fernald's method, a typewriter being used instead of tracing the pattern of the word.

Do you have a boy like Ken?

Basic A-V Equipment for a 20-Teacher School and Price-Range of Dependable Models

I left the meeting resolved to gather data as to the basic equipment necessary to provide an adequate school [audio-visual] program and the approximate cost to finance it.

As a guide for equipment requirements, the recommendations of L. L. Bowman, director of audio-visual education in the Barberton City Schools, are quite adequate. His recommendations are proposed as being justifiable for a twenty-teacher school. Using Mr. Bowman's list of equipment I compiled a table of price ranges within which dependable equipment could be purchased. The list of equipment and price ranges appears below.

After surveying the recommendations some educators might well urge the inclusion of another tape recorder because of its diverse uses. It will be noted that in the price table for the radio I have used

only one price. This is for the Freed-Eisemann radio which bears NEA approval and is made for sale only to schools. In my own experience with this radio, it has given fine service.

In reference to the wall screen, I have used the one price, which is for a 60" x 60" screen. A screen of this size is most satisfactory for all-around use for motion pictures, filmstrips, slides, and opaque projection.

In any adoption of equipment it is recommended that the entire teaching personnel be instructed as to the productive uses of these tools. It is to be hoped that many educators will be stimulated to acquaint themselves thoroughly with audio-visual uses, determine their needs, and take action to secure the needed equipment.—JAMES L. GORDON in *Ohio Schools*.

EQUIPMENT RECOMMENDATIONS AND PRICE

<i>Equipment</i>	<i>Number</i>	<i>Price Range</i>		<i>Totals</i>	
		<i>Min.</i>	<i>Max.</i>	<i>Min.</i>	<i>Max.</i>
16mm. sound projector	2	\$450	-\$500	\$900	-\$1,000
Combination filmstrip-2 x 2 slide projector	2	85	-108	170	216
New-type opaque projector	2	235	-290	470	580
Record player (3-speed)	3	55	-115	165	345
Tape recorder	1	170	-280	170	280
AM-FM radio	1	85	-85	85	85
Rolling projector stands (1 for each 16mm projector and opaque projector)	4	33	-45	132	180
Wall screen (One for each room)	20	29	-29	580	580
		Totals		\$2,672-\$3,266	

PRIMER for a Teachers' CONVENTION

*With comments by
a still, small voice*

By

DANIEL ROSELLE and LULA B. GULBRANSEN

Question: What is one of the prime purposes of a teachers' convention?

Answer: To make contacts so that you can get ahead.

Question: With whom does one make contact?

Answer: With someone who has more contacts.

Question: What type of dress is desirable?

Answer: Your finest. This is to assist you to make a good impression.

Question: A good impression on whom?

Answer: On others who are trying to make a good impression on you.

(Critical Commentary by My Conscience:
Now see here, young man, is it not true that such contacts often lead to the advancement of some talented, though little known, scholar or teacher who otherwise would have only a limited opportunity to enrich the lives of students? Surely there is some justification for contact-making here. Incidentally, how did you get your first job?)

Question: Who is the principal speaker in the morning session?

Answer: Someone who has a name.

Question: Doesn't everyone have a name?

Answer: Yes. But the main speaker has a NAME.

Question: Why is he chosen?

Answer: To attract a large audience and make the convention an outstanding success.

Question: What does this speaker do?

Answer: He begins with a clever anecdote to demonstrate his earthliness. Then he

speaks at length and tells the audience something that it already knew. Finally, he concludes with a famous quotation and an affectionate little smile.

Question: Is he specific in his address?

Answer: Only when he states that he was born "too many years ago to remember." He cannot afford to be specific. He might offend someone if he discusses something concrete. Therefore, he speaks in the broadest generalizations.

Question: What happens after he finishes?

Answer: The audience applauds enthusiastically.

Question: Why? Has he told them something exciting?

Answer: No. But he has a NAME.

(Critical Commentary by My Conscience:
Name of a name! You certainly do generalize. You sound like someone who caught his finger on a sharp hook and has never forgiven the entire fish family for it. Can you deny that a person usually acquires a name by demonstrating superior intellectual ability in his field? Are not original, creative ideas more likely to be presented in a speech by an authority than in one by an unknown? I have more trouble with you than my conscientious cousin did with Pinocchio. Why don't you just let your conscience be your guide!)

Question: What do the teachers get after the morning session?

Answer: Hungry.

Question: Is there a luncheon?

Answer: Of course.

Question: What occurs at the luncheon?

Answer: A good meal is consumed.

(*Critical Commentary by My Conscience:*

A mealy-mouthed point!)

Question: In the afternoon session, what is the program?

Answer: A panel discussion by experts.

Question: Who is on the panel?

Answer: A representative group. An elementary-school teacher, a secondary school administrator, a college professor, a business man, and a mother.

Question: For whom do you pull?

Answer: The mother. She is the voice of the public.

Question: What are the requirements to serve on the panel?

Answer: A voice that cannot be heard. An ability not to offend. Twenty-two years of experience in the field. Or a cute green hat.

Question: Does the panel have a lively exchange of opinions?

Answer: Of course not. Such actions might offend. Each member of the panel places his elbows on the table, carefully locks and unlocks his fingers, and delivers a

meaningless generalization designed to show that he is still "thinking the matter through."

Question: Does any member of the panel become excited? Does he attack and counterattack?

Answer: Certainly not. If he does so, he will surely give the impression that he is monopolizing the discussion.

Question: Are questions from the floor permitted?

Answer: Occasionally. The most popular question is: "How can we as citizens and teachers do the job?"

Question: How does the panel answer this question?

Answer: By pointing out that the job can be done if "each and every one of us does his share."

(*Critical Commentary by My Conscience:* A patch-work quilt of reasoning. You have taken isolated incidents, placed them all together, and pretended that they make up a unified whole. Many panel discussions are stimulating and provocative. Besides, I like green hats.)

Question: Why is attendance at the afternoon session smaller than at the morning session?

Answer: Many of the more efficient teachers have already taken sufficient notes during the keynote speech to be able to discuss the matter intelligently with their colleagues on Monday morning. They are therefore using the afternoon to catch up on their shopping or to see "A Streetcar Named Desire."

(*Critical Commentary by My Conscience:* Well, it is a good show!)

Question: At the close of the afternoon session, what does the chairman do?

Answer: He sums up.

Question: What does this mean?

Answer: He announces that the large attendance indicates that the convention has been a great success; he thanks the

EDITOR'S NOTE

The opinions expressed in this article are the authors' own, and are not in any way to be construed as representing the opinions of the CLEARING HOUSE editors. On the other hand, the authors' opinions are not to be construed as not representing the opinions of the CH editors. We hope this makes everything clear, except whether the authors' conscience, which they have injected into the matter, can be construed as representing our conscience—and we don't see why we should have to go into that. Dr. Roselle is assistant professor of history in State Teachers College, Fredonia, N. Y., and Miss Gulbransen teaches in Orchard Park, N. Y., Central School.

planning committee for arranging such a splendid program; he expresses his appreciation for the hospitality offered by the host city; and he closes with the phrase: "I am sure that this meeting has been a source of inspiration to us all."

Question: And what do the nine Muses say about teachers' conventions?

Answer: Nothing. They just laugh and laugh and laugh and laugh.

(Critical Commentary by My Conscience:

Though you've belted them and flayed them,
By all the books that made them
Confess that you still prize
All the things you criticize.

And that when you get to heaven,
Or a place we shall not mention,
You will still be looking forward
To a new teachers' convention!)

Confession: Of course. You knew it all the time.



Free and Equal

By CELIA E. KLOTZ

Hello, that you darling? Just called up to say
That one of the school marms has come here to stay.
Which room? Oh that little room next to the street,
It's too small for the kids, and it's quite hard to heat.

So we've never used it, it's not very nice,
But do you know that school teacher questioned our price?
She asked for an ash tray. No, that's not a joke.
She teaches but still, dear, she expects to smoke.

And darling, remember that wine that we use?
I offered her some and she did not refuse.
Sure I was surprised, didn't know what to say.
I'm sure teachers never did that in our day.

She went dancing Friday, she's got skis and skates,
And she has a fur coat, and, why she even dates!
Oh that charity meeting they had in the hall—
Yes, I saw you there, darling, you were too far to call.

No, Bill didn't think that the cause was worth while
And the man who was talking had such a queer smile,
So we didn't give, but I'm still glad I went
For I learned that that school teacher gave *not one cent!*

Well, dear, I must go now, I'm busy you see,
Bridge games and club meeting, I'm just never free.
And so it's goodbye now, see you one of these nights.
Don't forget next week's meeting of our
League for Equal Rights.

ROLE-PLAYING: "Misfires" and Successes

By
MORTON ALPREN

MUCH HAS been said and little has been written about the use of role-playing in the classroom. My hope is to help remove, in this article, some of the mystery that surrounds it.

Before relating some experiences, it might be helpful to discuss some of the goals a teacher may strive for in helping a group of youngsters prepare for and evaluate a role-playing session. While these goals may go beyond those embraced here, my experiences have encompassed but three—all involving human relations. A youngster can be helped to understand himself and others through past relationships, present ones (including those of the immediate classroom), and in preparing for future situations.

My first experience took place during the first month of the previous school year. Our ninth-grade English class had just finished reading O. Henry's "Jimmy Valentine." I hoped to utilize role-playing so that I might observe the youngsters in a situation where they could project themselves, and I could help them see themselves in a personally involved situation. The questions asked of the class were: "If you were the future wife of Jimmy, how would you feel?" and "How did Jimmy feel?" Volunteers were asked to play the roles of Jimmy and the future wife, to portray how they felt the principals might react to each other after marriage.

The characters were not easy. In playing the wife's role, the girl began to giggle. I requested a more serious atmosphere and others shouted for quiet. However, the girl continued to giggle and a few others followed. The situation was lost.

What had gone wrong? For one thing,

many early adolescents are prone to giggling when they are placed in the center of attention. In this instance the giggling may have been a manifestation of identification. However, there was more to it. The teacher should know his pupils before embarking on role-playing. Had I known this girl's tendency to giggle before a group, she might not have been used until she had observed a successful experience of others. She would then have had a better understanding of the behavior required. With this lesson learned, the latter part of the school year provided a better opportunity.

The same class was discussing stimulants. My question, "If you were the father or mother of a teen-aged boy coming home intoxicated, how would you deal with him?" brought forth numerous opinions. One boy told of a friend who had experienced this and had been regimented. It was easy to get volunteers to play the roles. The boy who brought up the situation played the boy's role. It moved along in this manner.

The "father" volunteer said that he could not play the role as it was created. He was permitted to play it in his own way. A shy girl volunteered to play the mother. In preparing the scene, the "father" suggested changing the time for bringing up the issue to the following morning at the breakfast table. (This boy was known to me as one of a group of ninth-grade drinkers in a fraternity. He could really understand the predicament.)

The volunteer for the boy's role, out of the room during the scene setting, entered with the guilty utterance, "What's this all about?" The "father" spoke gently to his

"son" and offered possible alternatives (one of which the player of the father's role later actually chose for himself). The boy said he'd make an effort to correct the problem. The "mother" was calm and injected much understanding.

Cutting in at a time when conversation lagged, I asked the class, "What did you observe?" Almost every hand was raised. The comments were quite involved. One girl said that the parents should be sterner. She volunteered to play it this way with another boy to play a sterner father. A boy who claimed that the first "son" gave in too easily volunteered to replace him in another enactment. The bell postponed this scene to the next day.

The new drama unfolded with tongue lashings from both parents. The boy showed signs of being cowed. However, when he was told that he must give up his friends, he rebelled violently. Both parents were taken aback. Each attempt to beat the boy down failed, and he and the "parents" grew farther apart.

The class evaluation revealed that the second parents could not really succeed. The second pair of "parents" argued that this boy was "impossible." As a result, he replayed his role with the original "parents." A satisfactory understanding resulted, as in the first role-play. In each satisfactory situation, the boy was asked to bring his friends to his house rather than drop them. The most general agreement was reached on the point that parents must not only be fair in their dealings with their children but be in harmony with each other. (The strict "parents" vied with each other as well as with the boy.)

The two-day session produced both immediate and long-range results. These boys and girls had learned to analyse their own behavior, view the problem from the parental position, recognize a need for parental teamwork, and establish a receptive atmosphere before approaching a family problem. Furthermore, at the close of the

year there were testimonials to the effect that the drinking problem had lessened and secret fraternizing had diminished. There was, of course, no way to be sure that these latter results grew from the role-playing.

Soon afterwards we had a discussion on the influences of television on homework and home responsibilities. This was motivated by the principal's having brought up the subject in an assembly, so he was invited to participate in our class discussion. Hoping to "sell" him on the values of role-playing, I planned to have the youngsters bring up home situations after the discussion and play out the roles. When the introductory questions were asked, there was little participation. Many of the youngsters merely smiled, and we pursued the topic no further.

What had gone wrong? I had not been consistent with my own principle of not pushing a situation. These pupils had learned that an artificial situation could not work well, and they sensed that I was pushing them. My questions did not reflect an actual student problem.

This year, my new ninth-grade English class has been studying the narcotic addiction problem. After planning the project, they formed in groups to prepare reports on individual drugs, each group following a similar class-planned outline. Each week some class time has been set aside for group work.

EDITOR'S NOTE

Mr. Alpren has been using role-playing to clear up a number of situations and topics in his class, and would like to use his experience to "remove some of the mystery that surrounds" this spreading technique. He shows by examples why a first cast of characters may fail, and why a second or third cast may succeed. And he sums up what he has learned about role-playing in five bits of advice. He teaches in Manhasset, N. Y., High School.

The first group made its preliminary report to the class recently. In evaluating their work to date, the leader exposed a weakness due to her personality conflict with one of the boys. While this boy was absent during the report, we were fortunate in having the discussion on a tape recording.

Upon his return to class, the evaluation was replayed and the boy objected to the fact that he had not been represented. (Our student recorder operator was quick to resume his work without direction to do so.) The boy claimed that he was not at fault for lack of group harmony. The girl and he were asked to recall a situation of discord and, after some thought, she brought up a disagreement that had arisen that very day.

They began to re-discuss this incident before the class. Nothing noteworthy seemed apparent to them at the time. However, when it seemed that no conclusion would be reached, the student recorder stopped his machine and began to play back the new discussion. It was only then that eyes began to open. Each remark the girl made had been pointed with a bitter and sarcastic tone. She was the most surprised one in the class. This role-play was effective, primarily, because of the use of our audio-aid.

Relations between the two began to improve after this, and some youngsters remarked that the two hadn't been friendly since the sixth or seventh grade.

The most recent experience involved a long-range goal. The class was asked the question, "If some of your friends were smoking marijuana and they cornered you to try one, what would you say or do?" A number of hands were raised, and three pupils were asked to wait outside the room. It was not difficult to secure another group of volunteers to play the "convincers."

The "victims" were called in one at a time. The first student waited to be convinced, and it took awhile for the other to wear him down. Another was belligerent at first but, eventually, all three had been convinced enough to be willing to try the

marijuana. In each case, my lead question to the participants, as well as to the rest of the class, was, "What did you observe?"

We all learned a good deal. Of greatest importance were the facts that it's hard for a youngster to dismiss the scorn of his friends; that much strength of character is necessary to refrain from harmful, though inviting, temptations; and that we choose our friends for the types of peoples they are. The results of this last role-play were more enlightening to me than I had anticipated.

To sum up some of my conclusions that may prove of value to others:

1. Just as in true theatre, the play may succeed or fail, depending upon how well the participants *feel* their roles. So, too, with classroom role-playing. Students ought not to be forced to play a role in any directed manner.

2. The situation must have an element of spontaneity and relate to a real, current focus of interest. While some situations may be planned, the teacher should be prepared to drop the idea if the class cannot grasp and identify themselves with the situation. What's more, to plan with definite ideas of the end the teacher seeks can defeat him.

3. The teacher should know the group well and have a relaxed classroom atmosphere for role-playing.

4. For effective evaluation, the teacher cannot afford to give much more direction than he did during the enactment. If he does, students begin to look to him for answers and the resultant learning may be lost. Once students have begun the process of committing themselves to observation, the teacher can begin thinking of more direct questions.

5. Role-playing is a hard technique for a teacher to handle when his experience is drawn from reading, lectures, or even observation. It is most helpful for the teacher to have personal experience in role-playing under competent direction. Otherwise it is not easy for him to feel an identity with the pupils he works with in the classroom.

A project on emotional needs:

Each Teacher Chose a PROBLEM CHILD

By
STEPHEN ABRAHAMSON

DO YOU HAVE some pupils in your classroom who are overly aggressive? Are any of them a problem because they are much too submissive and fearful? Do some of your students live in a world of fantasy and daydream too much of the time? Do you have some who are absent from school too often with one malady after another?

Do you sometimes say to yourself, "What on earth can I do with him?" How many times have you found yourself wishing for help? Some teachers in Connecticut have been getting a form of classroom first aid for these and similar difficulties.

Yale University is conducting a research project in Connecticut public schools which deals with improving human relations in the classroom. The project, sponsored jointly by Yale University and the Bureau for Intercultural Education, is under the administration of Dr. Clyde M. Hill, director of the Department of Education at Yale.

One phase of the work is focused on helping teachers meet the emotional needs of pupils in their classrooms. Teachers participating in this phase of the program meet with an educational consultant in a weekly series of two-hour sessions. The first meetings are devoted to the presentation and discussion of a hypothesis of emotional needs.

This hypothesis has two parts: (1) gross behavior patterns in children (aggression, submission, withdrawal, and psychosomatic illness) may be the result of unmet emotional needs; (2) as teachers plan and ex-

ecute a program to meet the emotional needs of children who are chronically aggressive, submissive, withdrawn, and subject to attacks of psychosomatic illness, these gross behavior symptoms will diminish in the children's responses.

In these first two meetings and in nearly all subsequent meetings, motion pictures are used which illustrate the presence of emotional needs¹ in people of varying ages and the consequences in their behavior when these needs seem to be frustrated. Many of these films came from the Human Relations Series which was developed under the direction of Dr. Alice Keliher. Additional films have been chosen from a great variety of sources. Some were taken from the recent series developed under the direction of Dr. Louis Raths, and these shortly will be available for distribution.

The educational consultant gave a concise introduction to each film before it was shown. Teachers were then directed to observe the behavior of particular characters in the light of the "Needs Theory." As they had this experience of careful observation of characters on films, at different times, and under different circumstances, they seemed to develop an insight into the meaning of certain kinds of behavior, and were able to relate emotional needs to the behavior of children in their classrooms.

¹ Teachers studied intensively two booklets, *An Application to Education of the Needs Theory* and *Do's and Don'ts of the Needs Theory*, which are distributed by the Modern Education Service, Box 26, Bronxville, N. Y.

EDITOR'S NOTE

A group of Connecticut public-school teachers has been cooperating in a research project on improving human relations in the classroom, sponsored by Yale University and the Bureau for Intercultural Education. One phase of the program is that of helping teachers to understand and meet the emotional needs of pupils, on which Dr. Abramson reports. He is associated with the Yale University Project in Human Relations and is consultant to the Connecticut Public Schools in Human Relations at New Haven, Conn.

The next meetings are devoted to techniques of diagnosing unmet needs of children, with increasing emphasis on children in the classroom. Each teacher chooses one child in his own classroom for special study. If a teacher has difficulty in diagnosing the needs of his "problem child," he may request aid from the educational consultant, who observes the child in the classroom and other school settings.

When the unmet needs of these "problem children" are diagnosed, teachers devote their attention to planning a classroom program to try to meet these needs. Each teacher is encouraged to jot down a number of things he might say to, and things he might do with the pupil in question. As a rule, these prescriptions call for consistent behavior toward and relationship with the child. Teachers get help from colleagues and from literature in devising techniques to use. The educational consultant is again available in the classrooms of those teachers who want suggestions for ways in which to treat their special problems.

As time goes by, the weekly meetings are used more and more to share news of progress or lack thereof, common techniques, new suggestions, and problems encountered.

Recently, three groups of teachers have

completed their courses of fifteen meetings each. One group was made up of eighteen teachers from the northeast part of Connecticut; a second group of twenty-seven teachers from the western part of the state met at Danbury; the third included twenty-one teachers from Woodbridge and Bethany. As part of the evaluation of the program, the teachers were asked on a questionnaire to comment on their so-called problem children and the general classroom atmosphere. At the last meeting of each group, the questionnaire was completed by the teachers, who were asked not to put their names on the returns.

"Did your so-called 'problem child' respond to Needs Theory treatment?" was one question. Eighty-two per cent of the teachers felt that their problem children had responded to the particular treatments planned for them. For evidence, the teachers cited behavior changes in the children "for the better." The aggressive children seemed to become much less so; the submissive children seemed to acquire some spunk; the withdrawn children seemed to come out of their respective shells; and the children plagued with recurring illnesses seemed to have fewer and less intense attacks. In addition to the alleviation of these obvious behavior symptoms, the teachers also indicated other desirable changes, such as improved attendance, academic gains, further assumption of responsibilities by students, and increasingly constructive attitudes.

Thirteen per cent of the teachers indicated that they had discerned little or no change in the behavior of the children they had chosen for special study. The other teachers (5 per cent) said that although their "problem children" had changed, the change was not the result of Needs Theory treatment.

Asked whether they sensed any change in their classrooms reasonably attributable to the Needs Theory training course, 88 per cent of the teachers answered in the affirma-

tive. In citing evidence, they mentioned that they themselves had achieved better rapport with all their pupils; that the children were more cooperative, both with their teacher and with their classmates; and that the young people seemed less tense, less irritable, and in general happier in their school lives. Nine per cent of the teachers saw no significant change in their classrooms and the others (3 per cent) were uncertain about how to answer the question.

Almost all of the teachers—94 per cent—said that they were now relating themselves differently to their pupils in general as a result of their semester's work. An even greater percentage found that they had gained new insights into the behavior of not only the children being studied, but into the behavior of all other pupils as well.

Although the results of the questionnaire are not by any means to be construed as the sole method of evaluation of the program, the overwhelmingly positive re-

sponses are certainly strong evidence of the worth of such a program of in-service training. The changes in the behavior of the pupils described by the teachers serve as more evidence in support of the Needs Theory hypothesis: that as teachers diagnose unmet emotional needs of students and try to meet those needs in the classroom, the behavior of the children will change.

According to the evidence thus far available, teachers are able to help their "problem children," to improve general classroom conditions, and to gain deeper insights into the behavior of boys and girls. Since many of the teachers indicated an increase in the cooperative spirit of the pupils in the classroom, a friendlier atmosphere in the classroom, and a deeper understanding on the part of both teacher and student, it seems that this Yale University project for meeting pupils' emotional needs does indeed contribute to improving human relations in the classroom.

♦

"Know What Thy Left Hand Doeth"

Our junior-high-school faculty of 35 members found itself in a situation similar to [that of] many other secondary-school groups. We were well spread on the teaching ladder—some older, some younger, some stronger, some weaker, some ingrown and some the opposite, and yet . . . we

—didn't know the problems of the vocal and instrumental teachers. . . .

—thought that some of our staff members were prima donnas.

—could not understand why so many strange noises emanated from Mr. Holson's room.

—believed that the P.E. teachers had a snap.

—were not sure, but thought the homemaking teachers just taught cooking and sewing.

—were sure that the math. teachers could give marks easily.

—didn't know why the students "just loved Mrs. Johnson."

—were convinced that Mr. Smith was a crack-pot and didn't teach anything—much less children. . . .

—never understood why some teachers complained of their teaching stations and facilities. . . .

—did not understand why Miss Axton was such a marvelous teacher.

—wanted to visit our contemporaries, see them in action, watch the "kids" behave in the next room, pick up some pointers on what not to do and some suggestions on what to do under many situations similar to those found in our own rooms.

—decided to do something about it!

For three years now we have scheduled "class observations" within our own school plant. These observations increase our own homework a little because we "visit" during our preparation periods. The schedule is set up so that for two weeks—Monday, Wednesday, and Friday of each week—each teacher in the school visits a different class. We try to arrange it so that each teacher visits six different teachers and six entirely different types of classes. . . .

We broaden our vision, we enrich our own outlooks with new ideas, new appreciation, and greater feeling of oneness in the job before us.—HENRY H. BATCHELDER in *California Teachers Association Journal*.

Events & Opinion

Edited by THE STAFF

MEN: In Ohio, men now comprise 51% of the faculties of the secondary schools. Educators long have recommended that half of the secondary-school teachers should be men. But if any other state has reached this parity, we haven't heard of it.

DELINQUENCY RISE: Juvenile delinquency in the U. S. increased 10% in 1951 over the figures for 1950, according to a New York *Times* survey reported in the *Times* by Lucy Freeman. There has been an upward trend in delinquency for the past 3 years, reversing the decline that began at the end of World War II. National authorities are concerned about the rise, but state that they "are even more concerned about the scarcity of thoughtful, intensive plans for combatting delinquency on a steady basis."

What is delinquency? "Ten experts," says Miss Freeman, "are likely to give ten different answers. However, many authorities agree that 'delinquents' are likely to be emotionally disturbed children whose rebellion against law and order reflects deeper revolt against the adult world. To obtain for these children a future respect for the law it is necessary to help them feel secure and happy enough so they have no cause to rebel."

But adults were busy being delinquent in 1951, also. The national crime rate for 1951 was 5.1% higher than in 1950, according to FBI Director Hoover, says the New York *Post*. On an "average day" in the U. S. in 1951, some 5,157 major crimes were committed—or 1,882,160 major crimes for the year. And only about one-seventh of them were committed by persons under 21 years old.

"SCHOOL AID" TAX: In New Jersey, the state tax stamp on cigarette packages reads, "School Aid Cigarette Tax." But the stamp is designed to create a false impression, charges *New Jersey Educational Review*, because the schools receive only half of the revenue from cigarettes. The Governor and the State Treasurer announce that the schools receive all of the revenue from the tax. But the *Review* says that if you take \$18,000,000, the annual revenue from cigarettes, and subtract from it \$9,000,000, which is what the tax yields the schools, that leaves a sum of \$9,000,000 which calls for a lot of explaining.

SUMMER SCHOOL: "We should have an 11-month school year," says Dr. Clifford L. Brownell

of Columbia University, according to the New York *Post*. "Children would probably be better off in school most of the year than on city streets." After the teachers are convinced, and the taxpayers are convinced, someone will have to break the news to the children—if someone reckless enough can be found.

UNSOLICITED: Recently a New York City publishing firm mailed copies of its books and pamphlets to thousands of schools which had not ordered them, says Walter B. Patterson in *New Jersey Educational Review*. The schools were given the choice of keeping the books and receiving a bill for them, or of requesting the publisher to send postage and a mailing container for their return.

Mr. Patterson feels that such practices are unethical and that they cause teachers undue worry and trouble. After consulting authorities on the matter, he wants teachers to know that they are under no obligation to exert themselves in any way to return unsolicited goods or publications. Teachers may hold such material for a reasonable time for any representative of the sender who is authorized to pick it up. After that time, if the teacher wishes to, he may bill the sender for storage. This is the legal position up to that point. What happens after you do or don't bill the sender for storage, or after he does or doesn't do something about it, is a bit cloudy.

GETTYSBURG ADDRESS: More than 7,000,000 U. S. adults have never even heard of the Gettysburg address, according to the results of a survey in 10 large cities reported by Roy V. Jordan in *Illinois Education*. Of those who have heard of the speech: 16% cannot tell who the speaker was; 54% have the occasion wrong; 36% can repeat the first line and then bog down; only 15% even pretend to know most of the address; and guesses about the exact date range through 185 years. Mr. Jordan thinks that we should do something to keep this great classic from being lost from the minds of Americans.

CODE OF ETHICS: A code of ethics was adopted by the Illinois Education Association a year ago, says *Illinois Education*—but not enough teachers in the state know about the code, or if they do, take it to heart. (This is a sad fact, but one of which experienced code makers are well aware.) Appar-

ently just printing the Illinois code and getting it into the hands of the state's teachers and administrators aren't enough. (Experienced code makers say that too often codes just go in at one eye and out at the other.)

Suggestions from division officers for popularizing the code are: a dramatization of the code, to be presented to local groups; a filmstrip portrayal of the code; and framed copies of the code, to be offered for sale. It seems to us that codes present a problem in motivation: Has a "felt need" for the code been aroused in "the whole teacher?"

ENGLISH QUIZ?: Loud and long have been the criticisms of many college teachers of the quality of high-school English teaching, as evidenced by the product which enters college. So many readers will be interested to learn that the editor of a student newspaper in a college with some 3,500 enrolment, in one of the eastern states, recently suggested that members of the college faculty should be required to take an examination in English, according to an Associated Press dispatch.

In an editorial stating that some members of the college faculty habitually use poor English, the student editor quoted examples of mispronunciation, wrong use of verbs, double negatives, and redundancies. No doubt many high-school English teachers would be glad to prepare an English quiz for college teachers.

TRAFFIC vs. WAR: In September 1951 the nation's war dead reached a total of 1,000,000 for the 177-year period beginning with the Battle of Lexington. But in December 1951, U. S. traffic deaths since 1900 also reached the 1,000,000 point. These figures are announced by the Association of Casualty and Surety Companies after a comparative study of our war and traffic deaths. By April 1952, the U. S. traffic-death total for the past 52 years had surpassed the war-dead total for the past 177 years by 7,000. For the previous year there had been 8,500 battle deaths among U. S. forces in Korea, and 37,000 traffic deaths in the U. S. While we've been worrying about atom bombs, the old family "bus" has gone on mowing us down by the thousands.

BUS PHONES: Two-way radio telephone equipment has been installed on the 7 buses that transport 150 students to and from school within a 15-mile radius of Colby, Kan., says *Kansas Teacher*. The bus routes cover a sparsely-settled section of Western Kansas, mostly over dirt roads. The buses occasionally get stuck in snow or mud, and sudden blizzards are a threat. The 30-watt station at the school and telephone equipment for the 7 buses cost about \$4,000.

COUNCIL BUDGET: Only 17% of student councils make a financial budget and try to follow it, according to a study of the National Association of Student Councils in which 1,748 student councils cooperated, reports *School Activities*, commenting, "Surely room for improvement here!"

NARCOTICS COURSES: Courses dealing with the "nature and effects on the human system of narcotics and habit-forming drugs" must be offered by the public high schools of New York State, according to a bill recently passed by the State Legislature and signed by the Governor, reports the *New York Post*.

TRUCK DRIVING: A 4-year course of instruction for students who want to become truck drivers is now offered by Phoenix, Ariz., Technical School, a unit of the Phoenix Public Schools, says Ray O. Lemley in *The Phoenix*. The program is sponsored by the Teamsters Union and the Arizona Motor Transport Association. Name of the program is "Operation of Trucks, Buses, and Tractors."

In the first two years, students learn auto mechanics and fundamentals of operating and maintaining gas combustion engines. Third year is devoted to truck mechanics and actual driving. In the fourth year students receive 200 hours of supervised driving experience behind the wheel of a variety of commercial vehicles. The program had its origin in the belief of Technical School officials that the motor transport industry had "a dire need of specially trained young men for the all-important task of driving," and there were lucrative careers in this important, fast-growing field.

CUSTODIAN HONORED: The first custodian in the history of education to have a school named in his honor, claims *Colorado School Journal*, is George E. Spann, custodian of Risley Junior High School, Pueblo, Colo. A school now being constructed in the city will be named the George E. Spann Elementary School. In June Spann will retire after 34 years of service in the school system. During that time he "has served as guide and close friend to all students, worked with parents, with Parent-Teacher Associations, and with adult groups within the schools."

STATE TELEVISION: A \$4,000,000 educational television network of 11 stations, operating under state government management and control and covering about 92% of the population of New York State has been recommended by the Board of Regents, which governs the state's educational system, says an Associated Press dispatch. The state Education Department has sponsored a bill in the Legislature calling for a 15-member commission to make a study of the feasibility and cost of the plan.

Book Reviews

ROBERT G. FISK and EARL R. GABLE, *Review Editors*

Health Counseling, by MILTON SCHWEBEL and ELLA FREAS HARRIS. New York: Chartwell House, Inc., 1951. 288 pages, \$3.

Health Counseling is an enjoyable and practical volume dealing with areas which concern all the workers who counsel youth or adults. Commendable features of this condensed treatise appear to be:

(1) Understandable suggestions about the techniques to be employed in counselling from a client-centered point of view. Here are specifically illustrated approaches to the non-directive method still so generally misunderstood by many. (2) Helps to parents, teachers, and social workers in the understanding of adjustment problems common to children, with particular emphasis upon the relationships often existing between physical health and mental health. (3) Clear-cut suggestions dealing with the types of cases; who should provide therapy; the importance of pooling information and designating responsibility in case work are presented forcefully. Pertinent questions following selected case histories make generalizations made by the authors meaningful. (4) A selected glossary is a handy reference for medical terms frequently used.

"Refreshing to read" is the comment made about *Health Counseling* by several persons who have been working in Child Study as clinicians and by teachers of exceptional children. "It describes disease entities clearly. It impresses vividly the importance of health problems and correct behavioral attitudes to happy living. It describes ways to do something about problems after they are recognized." This book should be most usable by all engaged in counselling work.

CARL H. WALLER
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Gateways to Readable Books: An Annotated Graded List of Books in Many Fields for Adolescents Who Find Reading Difficult (2nd Ed.), by RUTH STRANG, CHRISTINE B. GILBERT, and MARGARET C. SCOGGIN. New York: H. W. Wilson Co., 1952. 148 pages, \$2.75.

This is a fine list—a much needed tool—very practical for librarians. The list contains material

for all tastes—adventure, animal life, aviation, careers, family life, health and safety, humor, and Indians and cowboys as well as myths, world problems, and personality challenges. The majority of the books included are of fifth-, sixth-, and seventh-grade levels of reading difficulty; the estimated level of difficulty of each book is noted in parenthesis after the title.

There are lists of simplified editions of classics and of magazines and newspapers on the child level; subscription rates and addresses are included. Teachers in all fields should find this annotated graded list useful. Titles are exceptionally good, apparently taken from standard lists. In addition to being a useful tool for remedial work in *high school*, this list is valuable as a book-buying guide for normal readers in *junior high school*, and for parents seeking reading material geared to the level of their children. As usual Ruth Strang's work is topnotch.

ETHEL ANDRUS, Pres.
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Growing Up, by ROY O. BILLETT and J. WENDELL YEO. Boston: D. C. Heath and Company, 1951. 370 pages, \$2.80. Teacher's Manual, 123 pages, \$1.

Growing Up deals with group guidance in the areas of physical and mental health, human relations, and vocational and educational guidance. It might be used in whole or in part in health, home-economics, or vocations classes. It might be used to better advantage, as suggested by the authors, in a general-education (core-curriculum) class.

The material of the text is enriched by a profusion of suggestions in the accompanying teacher's manual. The questions and suggestions at the end of each chapter in the text are pertinent and interesting. The book is unusual in being intimately related to the needs of the pupils. Sex education is one point that is not dealt with directly.

An impersonal approach is used—speaking in the third person, case histories, biographies, etc. The material, however, is quite personal, and some departure from the numerous questionnaires could be justified on the ground that they might tend to make the pupil too critical of himself.

Many may find that the section entitled "Finding

"Out Your Heredity as You Grow" is too technical for their classes.

Growing Up will fill a need in the secondary school, either as a class text or as a source book of information for homeroom teachers who, more and more, are being given the responsibility for guidance.

GERALD E. QUILAN
Morristown High School
Morristown, N.J.

How to Test Readability, by RUDOLF FLESCH, New York: Harper & Brothers, 1951. 56 pages, \$1.

Increased emphasis is being given to measurements of the readability of communication in many fields. A promising approach which is being widely used and studied is a four-part formula reported by Rudolf Flesch in *How to Test Readability*. Basic to the interpretation of a readability formula is the assumption that measurement of word length is indirectly a measurement of word complexity which, in turn, is a measure of abstraction. Similarly, the measurement of sentence length is indirectly a yardstick of sentence complexity. And sentence com-

plexity may likewise be considered a measure of abstraction.

The Flesch formula takes cognizance of the following style elements: (1) average sentence length in words; (2) average word length in syllables, expressed as the number of syllables per 100 words; (3) average percentage of "personal words" (*we*, *they*, etc.); and (4) average percentage of "personal sentences."

The first two elements of sentence length are measured in each of the 100-word samples and are translated into a reading-difficulty score by means of the formula. The reading-difficulty score is then converted into a grade-level value of reading difficulty. This index of Reading Ease may be interpreted to mean, for example, that the student with sixth-grade reading ability could be expected to read a book rated 6 and be able to answer about 75 per cent of the questions on a test of comprehension. The average percentage of "personal words" and the average percentage of "personal sentences" are used for the computation of the Human Interest Score, obtained by using Formula B.

In Chapter I, "How to Test Readability," Dr.

Have You Seen—

DYNAMIC PLANE GEOMETRY

SKOLNIK and HARTLEY

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Since research shows that the level of reading difficulty is a valid criterion for use in the selection of a textbook, teachers of writing and reading should be familiar with the Flesch formula. Also, because the statistical readability formula is a means of gauging the ease and interest with which a book, article, or story will be read, those who

write for publication should find this little volume an indispensable aid in their work.

EDNA LUE FURNESS
College of Education
University of Wyoming
Laramie, Wyo.

Student Councils for Our Times—Principles and Practices, by JOE SMITH. New York: Bureau of Publications, Teachers College, Columbia University, 1951. 110 pages, \$2.

This book is an outgrowth of the author's personal experience with the establishment and function of the student council or the high-school student government organization. Four questions are answered:

(1) What is the student council and what does it do as it now exists? (2) What should the ideal council be and why? (3) What are the differences between what the student council is and what it ought to be? (4) What are the most reasonable and workable suggestions for overcoming these differences?

Most educators recognize the value of a program of extracurricular or co-curricular activities. There is, however, a wide gap between theory and practice. Dr. Smith has attempted to survey by visit and questionnaire the existing practices and measure these against desirable practices.

The book will be of limited value to a person seeking specific techniques on the operation of the student council; however, it will be of value to those who desire a general over-view and a recommendation for a basic philosophy. A rating scale is given and can be used in either evaluating the existing student council or as a criteria in establishing one. An excellent bibliography is included.

A. EWING KONOLD, Prin.
High School
Santa Monica, Cal.

Hickory Wings, by CLEM PHILBROOK. New York: The Macmillan Co., 1951. 177 pages, \$2.50.

At Woodford Academy in New Hampshire, where the winter athletic season is devoted to ski competition, newcomer Vic Royal clashes with Steve Butler. Vic is pampered and wealthy, but a brilliant skier, while Steve is the popular and respected captain of the ski team.

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conflict between the two boys, the ski meets against good snow-country background, and a realistic development of good sportsmanship in Vic make this a welcome story for boys in the early teens.

The constant use of technical skiing terms might limit the book's appeal to ski enthusiasts, but it is a fine contribution to a rather neglected phase of sports fiction.

ELEANOR H. LUCAS, Libn.
Junior High School
Mamaroneck, N.Y.

The Growing Human Family, by MINOO MASANI. New York: Oxford University Press, 1951. 127 pages, \$2.50.

Minoo Masani, an Indian who has contributed to world affairs and literature, directs this work primarily to high-school students. He presents a concise view of changes in the societies of man and offers a convincing plan for a world federation to help man overcome his present cultural lag.

"The life of the entire animal world demonstrates that what counts is not size or even strength but the instincts and intelligence to combine—to avoid conflict among members of the same species" (p. 14).

From this springboard, other conclusions follow: Societal structures change because of the needs

of the times (p. 74). Societies fall when people relinquish their liberty in order to gain economic or military security (Chaps. 7-9). ". . . people only defend a country when they feel it belongs to them" (p. 92). We require world union where "existing States and empires (would) be willing to surrender some part of their authority" (p. 111).

Masani does not believe in rapid change. He cautions that "We must move forward to a better society as fast as we can, but that cannot be faster than people are ready to move . . ." (p. 122).

Among the assets of this book are the illustrations of C. H. G. Moorhouse and a simple, direct style. One weakness is a lack of documentation for the many assumptions made. A second weakness is the attempt to solve social problems without taking into account the psychological factors involved.

MORTON ALPREN
High School
Manhasset, N.Y.

Betty Betz in Teen Asia, by BETTY BETZ. New York: Random House, 1951. 172 pages, \$2.75.

Betty Betz in Teen Asia, an account of the author's experiences on a flight through the Far East—beginning in Japan and ending in Turkey—is principally the story of the young people in the

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countries visited. Her descriptions of parties which she sponsored for teenagers are interesting and entertaining. The format of the book is attractive. Illustrations are the author's own pen-and-ink sketches and a few photographs.

The book is made up of a series of chapters, with very little transition from one to another. Although Miss Betz writes in a style which is readable, and the vocabulary used is that of teenagers, her attempt to write down to their level is overdone to the extent that, at times, she writes below it. Instead of lifting the reader up to a higher level in the use of the English language, she tends to encourage carelessness. The same tendency is apparent in some of the illustrations. The book would have been improved by more analytical information about the people and conditions, which would help Americans understand the background producing these conditions.

JEAN E. NELSON, Lib'n.
Hinsdale Township High School
Hinsdale, Ill.

Trigonometry for Today, by MILTON BROOKS and A. CLYDE SCHOCK. New York: Harper & Bros., 1951. 102 pages, \$2.96.

This textbook of plane trigonometry is well planned to help the student see how arithmetic, algebra, geometry, trigonometry, and analytic geometry are interrelated. Concepts are developed on a broad foundation, beginning with the known and expanding into new regions. For example, the steps taken in simplifying a trigonometric expression are preceded by analogous algebraic expressions to bring out how much the two have in common.

The book begins with functions and graphs of simple algebraic expressions and then extends the use of the functional notation to define the trigonometric functions for the general angle. Specific work with the right triangle follows much later.

Preceding a summary test of each chapter is a set of interesting questions which focus attention on the main points emphasized in the chapter. Problems and their accompanying illustrations are well chosen, and the net effect is that students should find this text not only very adequate in establishing general principles but also practical.

WILLIAM HOLT GLENN, JR.
Assistant Curriculum Coordinator
Pasadena, Cal., City Schools

PAMPHLETS RECEIVED

The British Health Service, by JULIUS MANSON. New York: League for Industrial Democracy, Inc., 1951. 26 pages, 25¢.

Learning Through Seeing With Tachistoscopic Teaching Techniques, by GASPAR CISNEROS BARNETTE. Dubuque, Iowa: William C. Brown Co., 1951. 145 pages, \$3.75.

1951 Fall Testing Program in Independent Schools and Supplementary Studies, Bulletin No. 58. New York: Educational Records Bureau, 1952. 86 pages, \$1.50.

Something Can Be Done About Chronic Illness, by HERBERT YAHRAES. New York: Public Affairs Committee, 1951 (Pamphlet No. 176). 52 pages, 25 cents.

Students Workbook of Elementary Harmony, by WILLIAM HADDON and EDWARD WALTERS. Boston: C. C. Birchard & Co., 1951. 24 pages, 50 cents.

Wage Policy in Our Expanding Economy, by DEPARTMENT OF EDUCATION AND RESEARCH, CIO. Washington, D.C.: Congress of Industrial Organizations, 1952. 60 pages, free to high-school economics and social-studies teachers.

Why Some Women Stay Single, by ELIZABETH OGG. New York: Public Affairs Committee, 1951 (Pamphlet No. 177). 31 pages, 25 cents.

Words for Work—Handbook of Trade Terms for a Tutoring Program for New Americans. Boston, Mass.: Jewish Vocational Service of Greater Boston, 1952. 140 pages, 60 cents.

Workbook for Better English (Grade 7), by MAX J. HERZBERG, FLORENCE C. GUILD, and J. N. HOOK. Boston: Ginn and Company, 1952. 172 pages, 88 cents.

BOOKS RECEIVED

Dance and Play Activities for the Elementary Grades, by LOIS M. BAUER and BARBARA A. REED. New York: Chartwell House, 1951. Vol. I (Grades 1-3), \$3; Vol. II (Grades 4-6), \$3.50.

The Flying Trunk—24 tales by HANS CHRISTIAN ANDERSEN, translated by LYDA JENSEN. Chicago: Scott, Foresman and Co., 1951. 312 pages, \$2.

How Big? How Many? (Arithmetic for Home and School), by GLADYS RISDEN. Boston: Christopher Publishing House, 1951. 248 pages, \$3.50.

Social Work Education in the United States, by ERNEST V. HOLLIS and ALICE L. TAYLOR. New York: Columbia University Press, 1951. 422 pages, \$5.50.

Teaching Elementary Reading, by MILES A. TINKER. New York: Appleton-Century-Crofts, Inc., 1952. 351 pages, \$3.25.

Theory and Practice in the Elementary School (rev. ed.), by W. A. SAUCIER. New York: The Macmillan Company, 1951. 515 pages, \$4.50.

Vocational English, by ALBERT E. JOCHEN and BENJAMIN SHAPIRO. New York: Globe Book Company, 1952. 167 pages, \$2.

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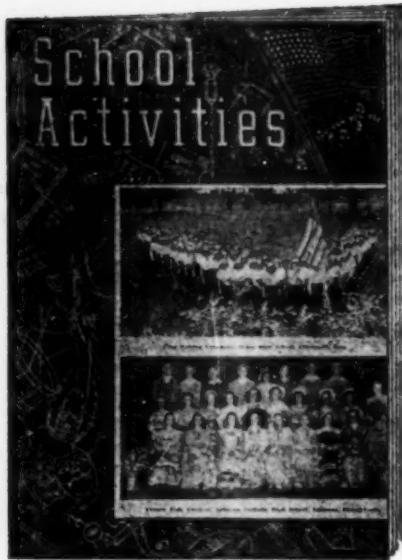
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